

Class 4 Long Term Planning

Class 4 Autumn Term Plan

	Autumn 1
	Chocolate glorious chocolate!
Maths <i>(links where appropriate)</i>	Time Place value - decimals Written addition and subtraction Written addition and subtraction (problems and inverse) 2D shape Place value NC links see math's overview
English <i>(links where appropriate)</i>	A1 - Novel as a theme – Charlie and the chocolate factory. A1 - Persuasion - sales pitch/article - advertisement – chocolate products. A1 - Information text booklet - from bean to bar, the story of chocolate production. A1/A2 – Recounts – diaries. NC links see English text map.
Science	<u>States of matter</u> <ul style="list-style-type: none">▪ compare and group materials together, according to whether they are solids, liquids or gases▪ observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
ICT	Unit 4.1 We are coauthors – producing a wiki. <ul style="list-style-type: none">▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.▪ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration▪ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
History/ Geography	<u>History</u> Pupils should be taught about: a non-European society that provides contrasts with British history – Mayan civilization c.AD 900.

	<p><u>Geography: Locational knowledge</u></p> <p><u>Geography: Place knowledge</u></p> <p><u>Geography: Human and physical geography</u></p> <p><u>Geography: Geographical skills and fieldwork</u></p> <p>Equator - Where chocolate originated and grows</p>
Art/DT	<p><u>DT</u></p> <p><u>Cookery.</u></p> <ul style="list-style-type: none">▪ understand and apply the principles of a healthy and varied diet▪ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques▪ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <p>Make</p> <ul style="list-style-type: none">▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately▪ 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 <p><u>Design a chocolate bar and it's packaging –</u></p> <p>Design</p> <ul style="list-style-type: none">▪ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none">▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

	<ul style="list-style-type: none"> ▪ 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 <p>Evaluate</p> <ul style="list-style-type: none"> ▪ 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 <p><u>ART</u></p> <p><u>Quentin Blake</u></p> <ul style="list-style-type: none"> ▪ to create sketch books to record their observations and use them to review and revisit ideas ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials – card, paper, glue, paint.
<p style="text-align: center;">PE</p>	<p>Swimming and water safety</p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ swim competently, confidently and proficiently over a distance of at least 25 metres ▪ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ▪ perform safe self-rescue in different water-based situations. <p>Striking and fielding</p> <ul style="list-style-type: none"> ▪ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.
<p style="text-align: center;">Music</p>	<p>Ukelele</p> <ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ▪ develop an understanding of the history of music.
<p style="text-align: center;">RE</p>	

PSHCE	New beginnings SEAL box theme 1
MFL	<p>Myself, my family and my pets</p> <ul style="list-style-type: none"> ▪ listen attentively to spoken language and show understanding by joining in and responding ▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ▪ speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ▪ present ideas and information orally to a range of audiences* ▪ read carefully and show understanding of words, phrases and simple writing ▪ appreciate stories, songs, poems and rhymes in the language ▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly <p>describe people, places, things and actions orally* and in writing</p>

	Autumn 2
	What did the Romans do for us?
Maths <i>(links where appropriate)</i>	<p>Mental multiplication incl. 6x and 9x tables</p> <p>Mental division</p> <p>Written multiplication</p> <p>Assess and review week</p> <p>Statistics</p> <p>Length incl. perimeter</p> <p>NC links see math's overview</p>
English <i>(links where appropriate)</i>	<p>A2 – Film/play script – Dum Spiro.</p> <p>A2 – Recounts – Newspapers – The Roman invasion of Britain.</p> <p>A1/A2 – Recounts – diaries.</p> <p>NC links see English text map.</p>
Science	<p><u>Sound</u></p> <ul style="list-style-type: none"> ▪ identify how sounds are made, associating some of them with something vibrating ▪ recognise that vibrations from sounds travel through a medium to the ear ▪ find patterns between the pitch of a sound and features of the object that produced it ▪ find patterns between the volume of a sound and the strength of the vibrations that produced it <p>recognise that sounds get fainter as the distance from the sound source increases.</p>
ICT	<p>Unit 4.2 We are meteorologists – presenting the weather.</p> <ul style="list-style-type: none"> ▪ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
History/ Geography	<p><u>History</u></p> <ul style="list-style-type: none"> ▪ the Roman Empire and its impact on Britain
Art/DT	<p>Roman shields, Roman Swords.</p> <p>GAUDY - Mosaics</p> <p>ART</p> <ul style="list-style-type: none"> ▪ to create sketch books to record their observations and use them to review and revisit ideas

	<ul style="list-style-type: none"> ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials – card, paper, glue, paint. <p>DT</p> <p>Make</p> <ul style="list-style-type: none"> ▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately <p>Evaluate</p> <ul style="list-style-type: none"> ▪ understand how key events and individuals in design and technology have helped shape the world – roads/baths/sewers/aqueducts <p>Technical knowledge</p> <ul style="list-style-type: none"> ▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures
<p style="text-align: center;">PE</p>	<p>Swimming and water safety</p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ swim competently, confidently and proficiently over a distance of at least 25 metres ▪ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ▪ perform safe self-rescue in different water-based situations. <p>Dance – Suppe musician</p> <ul style="list-style-type: none"> ▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ▪ perform dances using a range of movement patterns ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.
<p style="text-align: center;">Music</p>	<p>Ukelele</p> <ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <p>develop an understanding of the history of music.</p>
<p style="text-align: center;">RE</p>	
<p style="text-align: center;">PSHCE</p>	<p>Getting on and falling out SEAL box theme 2</p>
<p style="text-align: center;">MFL</p>	<p>Revision of greetings & numbers plus other Y3 work. Christmas.</p> <ul style="list-style-type: none"> ▪ listen attentively to spoken language and show understanding by joining in and responding

- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
 - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
 - speak in sentences, using familiar vocabulary, phrases and basic language structures
 - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
 - present ideas and information orally to a range of audiences*
 - read carefully and show understanding of words, phrases and simple writing
 - appreciate stories, songs, poems and rhymes in the language
 - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
 - write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing

Class 4 Spring Term Plan

	Spring 1
	Water, water everywhere.
Maths <i>(links where appropriate)</i>	Place value/Roman numerals/Counting incl. negative numbers Fractions and decimals Fractions, decimals and division Position and direction Area Multiplication (statistics, measures, money) NC links see math's overview
English <i>(links where appropriate)</i>	S1 – Poetry – cinquain, haiku, rhyming couplets, forms of poetry – CNPL unit 9. NC links see English text map.
Science	<p><u>Electricity</u></p> <ul style="list-style-type: none"> ▪ identify common appliances that run on electricity ▪ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers ▪ identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery ▪ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit <p>recognise some common conductors and insulators, and associate metals with being good conductors.</p>
ICT	<p>Unit 4.3 We are musician – producing digital music</p> <ul style="list-style-type: none"> ▪ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information ▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. ▪ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ▪ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

<p>History/ Geography</p>	<p>History</p> <p>Geography: Locational knowledge Pupils should be taught to: locate the world’s countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Geography: Place knowledge Pupils should be taught to: understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.</p> <p>Geography: Human and physical geography Pupils should be taught to describe and understand key aspects of: Human geography, including: types of settlement and land use and the distribution of natural resources including energy, food, minerals and water.</p> <p>Geography: Geographical skills and fieldwork Pupils should be taught to: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
<p>Art/DT</p>	<p>Diorama of the water cycle</p> <p>ART</p> <ul style="list-style-type: none"> ▪ to create sketch books to record their observations and use them to review and revisit ideas ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials – card, paper, glue, paint. <p>DT</p> <p>Design</p> <ul style="list-style-type: none"> ▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> ▪ 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
<p>PE</p>	<p>Swimming and water safety</p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ swim competently, confidently and proficiently over a distance of at least 25 metres ▪ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ▪ perform safe self-rescue in different water-based situations. <p>Gymnastics with apparatus</p> <ul style="list-style-type: none"> ▪ use running, jumping, throwing and catching in isolation and in combination ▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Music	<p>Ukelele</p> <ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <p>develop an understanding of the history of music.</p>
RE	4A Who is part of our community and how can we make sure everyone belongs? Field 3 How do we live together?
PSHCE	Say no to bullying SEAL box theme 3
MFL	<p>Colours, days of the week & months of year.</p> <ul style="list-style-type: none"> ▪ listen attentively to spoken language and show understanding by joining in and responding ▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ▪ speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ▪ present ideas and information orally to a range of audiences* ▪ read carefully and show understanding of words, phrases and simple writing ▪ appreciate stories, songs, poems and rhymes in the language ▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly <p>describe people, places, things and actions orally* and in writing</p>

	Spring 2
	Lost in space
<p>Maths <i>(links where appropriate)</i></p>	<p>Mental multiplication and written division incl. 7x and 11x tables Place value Written multiplication 2D shape and position Addition and subtraction (statistics) Assess and review week NC links see math's overview</p>
<p>English <i>(links where appropriate)</i></p>	<p>S2 – Stories from other worlds – Fantasy/Myths – space. S2 – Recounts – Newspapers – Man on the moon. NC links see English text map.</p>
<p>Science</p>	<p>Animals including humans.</p> <ul style="list-style-type: none"> ▪ Describe the simple functions of the basic parts of the digestive system in humans ▪ identify the different types of teeth in humans and their simple functions <p>construct and interpret a variety of food chains, identifying producers, predators and prey.</p>
<p>ICT</p>	<p>Unit 4.4 We are historians – then and now databases</p> <ul style="list-style-type: none"> ▪ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ▪ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
<p>History/ Geography</p>	<p><u>HISTORY</u> History of space travel <u>Geography: Locational knowledge</u> Pupils should be taught to: name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land –use patterns; and understand how some of these aspects have changed over time. <u>Geography: Human and physical geography</u> Pupils should be taught to describe and understand key aspects of: Physical geography, including: rivers and mountains. <u>Geography: Human and physical geography</u> Pupils should be taught to describe and understand key aspects of: Human geography, including: types of settlement and land use and the distribution of natural resources including energy, food, minerals and water. <u>Geography: Geographical skills and fieldwork</u> Pupils should be taught to: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>

<p style="text-align: center;">Art/DT</p>	<p>Rocket Pencil holder and Junk model space ship – linked to literacy – stories from other worlds.</p> <p>ART</p> <ul style="list-style-type: none"> ▪ to create sketch books to record their observations and use them to review and revisit ideas ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials – card, paper, glue, paint. <p>DT</p> <p>Design</p> <ul style="list-style-type: none"> ▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <p>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</p> <p>Evaluate</p> <ul style="list-style-type: none"> ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Technical knowledge</p> <ul style="list-style-type: none"> ▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures
<p style="text-align: center;">PE</p>	<p>Netball/Basketball – Invasion games</p> <ul style="list-style-type: none"> ▪ use running, jumping, throwing and catching in isolation and in combination ▪ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.
<p style="text-align: center;">Music</p>	<p>Ukelele</p> <ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <p style="text-align: right;">develop an understanding of the history of music.</p>
<p style="text-align: center;">RE</p>	<p>4B Who can inspire us? Field 1 How do people express belief?</p>

PSHCE	Going for goals SEAL theme 4
MFL	<p>Hobbies and pastimes</p> <ul style="list-style-type: none">▪ listen attentively to spoken language and show understanding by joining in and responding▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*▪ speak in sentences, using familiar vocabulary, phrases and basic language structures▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*▪ present ideas and information orally to a range of audiences*▪ read carefully and show understanding of words, phrases and simple writing▪ appreciate stories, songs, poems and rhymes in the language▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly▪ describe people, places, things and actions orally* and in writing

Class 4 Summer Term Plan

	Summer 1
	Do like the Egyptians
Maths <i>(links where appropriate)</i>	Counting and sequences (statistics) Fractions and decimals (measures) Fractions and written division Measures Volume/capacity and mass Position and area Multiplication facts incl. 12x table and time NC links see math's overview
English <i>(links where appropriate)</i>	S1 – Stories from other cultures – Egyptian Cinderella. S1 – Film/play script – Egyptian Cinderella. S1 – Poetry that create imagery – CNPL unit 4. NC links see English text map.
Science	<u>Living things and their habitats</u> <ul style="list-style-type: none"> ▪ recognise that living things can be grouped in a variety of ways ▪ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things.
ICT	Unit 4.5 We are artists – fusing geometry and art <ul style="list-style-type: none"> ▪ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ▪ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
History/ Geography	History the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt. Geographical skills and fieldwork <ul style="list-style-type: none"> ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ▪ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
Art/DT	Clay pyramids, canopic jars ART <ul style="list-style-type: none"> ▪ to create sketch books to record their observations and use them to review and revisit ideas

	<ul style="list-style-type: none"> ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials – card, paper, glue, paint. <p>DT</p> <p>Design</p> <ul style="list-style-type: none"> ▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <p>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</p> <p>Evaluate</p> <ul style="list-style-type: none"> ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Technical knowledge</p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>
PE	<p>Football/tag rugby Outdoor orienteering</p> <ul style="list-style-type: none"> ▪ use running, jumping, throwing and catching in isolation and in combination ▪ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ▪ take part in outdoor and adventurous activity challenges both individually and within a team ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Music	<p>Ukelele</p> <ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.
RE	4C What do Christians believe about a good life? Field 1 – how do people express belief?
PSHCE	Good to be me SEAL theme 5
MFL	Revision & consolidation Assessment

	Summer 2
	Where the wild things are
Maths <i>(links where appropriate)</i>	Place value Statistics Addition and subtraction (statistics) Multiplication and division Shape Assess and review week NC links see math's overview
English <i>(links where appropriate)</i>	S2 – Issues or dilemmas – local habitats. S2 – Explanation text – habitats. S2 – Discussion – debate/report – wildlife in our area. NC links see English text map.
Science	Revision and assessment.
ICT	Unit 4.6 We are travel presenters – trip/slideshow <ul style="list-style-type: none"> ▪ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ▪ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information ▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. ▪ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ▪ use sequence, selection, and repetition in programs; work with variables and various forms of input and output
History/ Geography	Geographical skills and fieldwork <ul style="list-style-type: none"> ▪ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Art/DT	Bird boxes, Outdoor sketches ART <ul style="list-style-type: none"> ▪ to create sketch books to record their observations and use them to review and revisit ideas

	<ul style="list-style-type: none"> ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials – card, paper, glue, paint. <p>DT</p> <p>Design</p> <ul style="list-style-type: none"> ▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces <p>Make</p> <p>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</p> <p>Evaluate</p> <ul style="list-style-type: none"> ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Technical knowledge</p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>
PE	<p>Athletics Fielding</p> <ul style="list-style-type: none"> ▪ use running, jumping, throwing and catching in isolation and in combination ▪ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ▪ take part in outdoor and adventurous activity challenges both individually and within a team ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Music	<p>Ukelele</p> <ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.
RE	4D What words of wisdom can guide us? – Field 2 – what does it mean to be human?
PSHCE	Relationships SEAL theme 6
MFL	Revision & consolidation Assessment