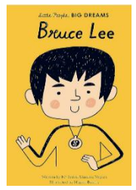
YEAR 4	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
MATHS White Rose Power Maths NCETM NRICH	**Number and Place Value** • Count from zero in multiples of 6, 7, 9, 25 and 1,000. • Count backwards through zero to include negative numbers. • Read Roman numerals to 100 (I to C). • Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100. • Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning. • Reason about the location of any four-digit number in the linear number system (order and compare), including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each. • Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts. • Round any number to the nearest 10, 100 and 1,000. • Solve number and practical problems involving all of the above with increasingly large numbers. **Addition and Subtraction** • Add and subtract up to four-digit numbers using columnar methods. • Solve addition and subtraction two-step problems in context, deciding which operations and methods to use and why. **Geometry (Shape** • Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons. • Compare and classify geometric shapes, including quadrilaterals and triangles.		**Multiplication and Division - (Spring 1)** • Multiplication and division facts for tables up to 12 x 12, and recognise products in multiplication tables as multiples of the corresponding number. • Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size. • Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication. • Understand and apply the distributive property of multiplication. • Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100). • Use place value and known facts to multiply and divide mentally. • Multiply two-digit numbers and three-digit numbers by one-digit numbers using formal written methods. • Multiply by 0 and 1; divide by 1. • Multiply three numbers together. • Recognise and use factor pairs and commutativity in mental calculations. • Solve division problems, with two-digit dividends and one-digit divisors, which involve remainders, and interpret remainders appropriately according to the context. • Solve problems using multiplication and addition, including using the distributive law to multiply two-digit numbers by a one-digit number. **Fractions (including decimals and percentages)** • Reason about the location of mixed numbers in the linear number system. • Convert mixed numbers to improper fractions and vice versa. • Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers. • Count up and down in hundredths; recognise that hundredths arise from an object being divided into 100 equal parts and in dividing tenths by ten. • Recognise and show families of common equivalent fractions. • Solve problems of increasing difficulty by calculating quantities, including with non-unit fractions, where the answer is a whole number.		**Fractions (Continued)** • Round decimals with one decimal place to the nearest whole. • Compare numbers with the same number of decimal places up to two decimal places. • Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer. • Solve simple measure and money problems involving fractions and decimals to two decimal places **Time** • Read, write and convert between analogue and digital 12- and 24-hour clocks. • Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. **Money** • Estimate, compare and calculate different measures, including money in £ and p. **Statistics** • Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. • Solve comparison, sum and difference problems using information presented in line graphs. **Geometry (Position and direction)** • Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant. **Geometry (Perimeter)** • Measure and calculate the perimeter of a rectilinear figure in centimetres and metres. **Measurement** • Convert between units of measure. • Estimate, compare and calculate different measures. **Algebra (Used throughout different units)** • Solve problems, including missing number problems.	

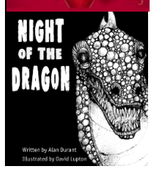
<table>
<tr>
<td></td>
<td>Geometry (angles)
• Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.
• Identify acute and obtuse angles.
• Find the area of rectilinear shapes by counting squares.</td>
<td>• Recognise and write decimal equivalents of any number of tenths and hundredths, quarters and halves.</td>
<td></td>
</tr>
<tr>
<td rowspan="3">ENGLISH
CLPE – The Power of Reading
Bug Club
Penpals
No-nonsense spelling
Reading Explorers
Reading Detectives
Rising Stars
Comprehension</td>
<td colspan="3">Oracy
• Talk and listen confidently in different situations
• Ask questions to clarify or develop understanding
• Give an answer to a question and justify with evidence
• Sequence, develop and communicate ideas in an organised and logical way
• Show an understanding of the main points in a discussion
• Adapt what they say to meet the needs of the audience
• Use many feature of standard English when speaking
• Retell a story using narrative language including a relevant detail and ambitious vocabulary
• Perform poems from memory using expression, adapting expression and tone to convey ideas about characters and/or the theme</td>
</tr>
<tr>
<td>Reading Texts
 

Little People Big Dreams Collection

(Bruce Lee and Jean-Michel Basquiat)</td>
<td>Reading Texts
 

Chinese New Year (teacher-made)

Night of the Dragon by Alan Durant</td>
<td>Reading Texts
 

Rat Island by Stu Duval

Little People Big Dreams Collection

(Greta Thunberg Jane Goodall)</td>
</tr>
<tr>
<td colspan="3">Reading
• Read Year 3 & 4 Statutory word list
• To read fluently age-appropriate books from Bug Club.
• To skim and scan to locate information and/or answer a question.
• Draw inferences about characters feelings, thoughts and motives from their actions justifying their answers with evidence from the text.
• To re – explain a text with confidence.
• To summarise the main events from a text/ passage
• To give a personal point of view on a text that they have read explaining why they feel the way they do about the text.
• Predict with greater accuracy what might happen from details stated or implied.
• Identify ambitious word choices made by authors and explain the effect created.</td>
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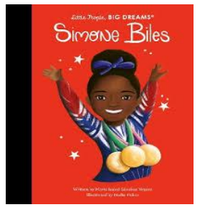
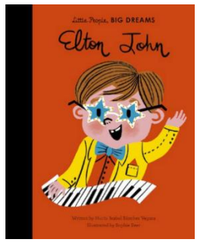
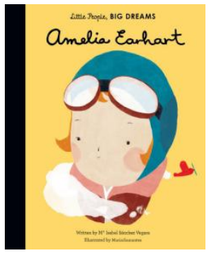
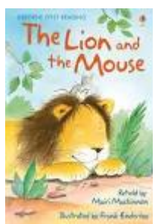
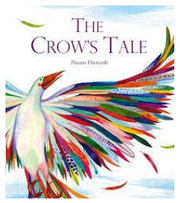
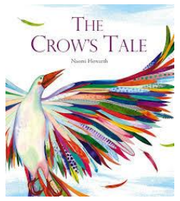
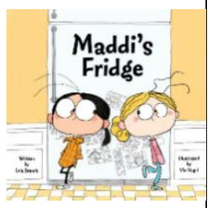
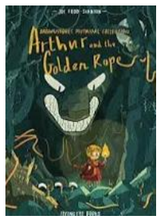
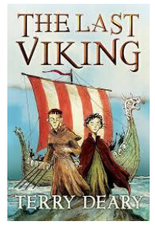
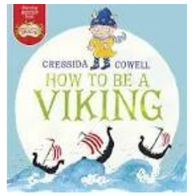
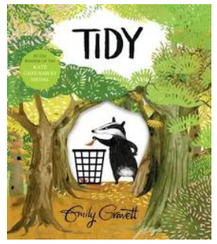
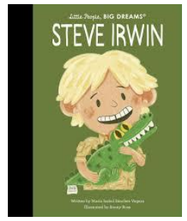
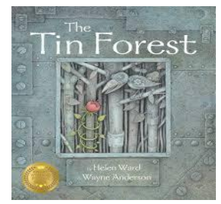
</table>

	Stimuli for writing:  Little People Big Dreams – Simone Biles - Book (Recount)  Little People Big Dreams – Elton John – Book (Recount)  Little People Big Dreams – Amelia Earhart – Book (Recount)  The Lion and the Mouse – Fable (Retell)	**Stimuli for writing:**  The Crows Tale – Book (Setting Description)  The Crows Tale – Book (Retell)  Maddi's Fridge – Book (Diary Entry)  The Promise – Book (Retell)  Lost and Found – Book (Retell)	**Stimuli for writing:**  Arthur and the Golden Rope – Book (Retell)  Arthur and the Golden Rope – Book (Persuasive letter)  Arhtur and the Golden – Book (Diary Entry)  Viking Day – Authentic Outcome Experience (Recount)  The Bear and the Piano – Book (Retell)	**Stimuli for writing:**  The Last Viking – Book (Retell)  The Last Viking – Book (Informal letter)  Thor – Images (Character Description)  How to be a Viking – Book (Setting Description)  Various texts and information sources (Non-chronological report)	**Stimuli for writing:**  Various texts and information sources (Non-chronological report)  Colchester Zoo Visit (Postcard)  The Lumberjack's Beard – Book (Retell)  Tidy – Book (Retell)  Various texts and information sources (Instructions)  	**Stimuli for writing:**  Leaf – Book (Diary entry)  Great and the Giants – Book (Retell)  Various information texts and sources (Non-fiction explanation)  Little People Big Dreams Steve Irwin – Book (Biography)  The Tin Forest – Book (Setting Description)

<table>
<tr>
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<td> 
Rosa Parks – The Bus - BBC Bitesize videoclip (Retell)
 
Little People Big Dreams Rosa Parks – Book (Diary Entry)
   </td>
<td></td>
<td> 
A Poem to be spoken silently – Poem (Poem)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td colspan="6">Writing

Handwriting
• Consistently neat, joined, legible handwriting.

Planning, Composition and Editing
• Begin to develop cohesion.
• Paragraph when changing time, place, topic or person.
• Use a variety of sentence structures (simple, compound and complex).
• Correct, edit and improve writing.
• Develop editing skills with increased independence.

Grammar and Punctuation
• Can use coordinating conjunctions in writing.
• Use ambitious adjectives and verbs to enhance meaning.
• Use fronted adverbials (of time, manner and place) followed by a comma.
• Extend sentences using subordinating conjunctions at the start and the middle of a sentence.
• Use the standard form of English, paying attention to subject-verb agreement.
• Use direct speech in a story, changing the position of the reporting clause (front or end of speech).
• Punctuate the end of speech (inside the inverted commas) with a comma, question mark or exclamation mark.
• Secure the tenses taught so far.
• Use similes and metaphors.

Spelling
• Spell most of the Year 4 Common Exception Words.</td>
</tr>
</table>

<table>
<tr><td rowspan="3">SCIENCE
White Rose</td><td>Group and classifying living things including habitats

• To recognise that living things can be grouped in a variety of ways
• To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
• To recognise that environments can change and that this can sometimes pose dangers to living things</td><td>States of Matter

•To compare and group materials together, according to whether they are solids, liquids or gases
•To 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)
• To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</td><td>Sound

• To identify how sounds are made, associating some of them with something vibrating
• To recognise that vibrations from sounds travel through a medium to the ear
• To find patterns between the pitch of a sound and features of the object that produced it
• To find patterns between the volume of a sound and the strength of the vibrations that produced it
• To recognise that sounds get fainter as the distance from the sound source increases</td><td>Electricity

• To identify common appliances that run on electricity
• To construct a simple series electrical circuit
• To identify and name the basic parts of a circuit, including cells, wires, bulbs, switches and buzzers
• To 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
• To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
• To recognise some common conductors and insulators, and associate metals with being good conductors</td><td>Data collection

• To make systematic and careful observations and, where appropriate, take accurate measurements
• To gather, record, classify and present data in a variety of ways
• To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
• To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</td><td>Animals, including Humans
• To describe the simple functions of the basic parts of the digestive system in humans
• To identify the different types of teeth in humans and their simple functions
• To construct and interpret a variety of food chains, identifying producers, predators and prey</td></tr>
<tr><td colspan="5">Working Scientifically
• Asking relevant questions and using different types of scientific enquiries to answer them
• Setting up simple practical enquiries, comparative and fair tests
• Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
• Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
• Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
• Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
• Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
• Identifying differences, similarities or changes related to simple scientific ideas and processes
• Using straightforward scientific evidence to answer questions or to support their findings.</td></tr>
<tr><td>HISTORY

The Vikings (Battles and Beasts)</td><td>Express yourself – big question
How can one person make a difference?

Rosa Parks
Martin Luther King Jr
Marcus Rashford

  </td><td></td><td><u>Chronology and Timelines</u>

• Place events from period studied on time line
• Understand more complex terms eg BC/AD
• Use terms related to the period and begin to date events
<u>Historical enquiry</u>
• Use the library and internet for research
• Use evidence to build up a picture of a past event
• Choose relevant material to present a picture of one aspect of life in time past
• Ask a variety of questions
• Look for links and effects in time studied

<u>Knowledge of World, British and local events and people</u>

• Identify key features and events of time studied</td><td></td><td></td></tr>
</table>

			**Interpreting Sources** • Choose relevant material to present a picture of one aspect of life in time past **Organisation and communication** • Recall, select and organise historical information • Communicate their knowledge and understanding. • Use evidence to reconstruct life in time studied • Offer a reasonable explanation for some events		
GEOGRAPHY			**WHERE DO I FIT IN?** **Geographical Skills and Fieldwork** • Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied (Viking and Saxon countries, countries families have migrated from) • Learn the eight points of a compass and use four-figure grid references. • Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs. (Compare an older and newer area of the town) *Vocab: Rural, population, urban, sparsely populated, migration* **Locational Knowledge** • Locate the main countries of Europe inc. Russia. • Identify capital cities of Europe. **Enquiry and Communication** • Compare a region of the UK (Harlow) with a region in Europe. • Understand and explain geographical similarities and differences through the study of human and physical geography.	**HOW IS CLIMATE CHANGE AFFECTING THE WORLD?** **Big Question – Whose responsibility is it to save our planet?** **Human Geography** • How have houses changed in Harlow? Link to History, DT (material use, architects) **(HARLOW WEEK)** **Physical Geography** • Tourism, global warming, polar ice caps, oceans, seas, • Climate zones, temperature changes, biomes and vegetation belts • Equator, Tropics of Cancer and Capricorn, **Locational Knowledge** • On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions- name different countries which feature these regions. **Enquiry and Communication** • Linking with History, compare land use maps of UK from past with the present, focusing on land use.(Harlow Week)	
COMPUTING Teach Computing	**Computer Systems and Networks – The Internet** • To describe how networks physically connect to other networks • To recognise how networked devices make up the internet • To describe how content can be added and accessed on the World Wide Web	**Creating Media – Audio editing** • To use a digital device to record sound • To explain that audio can be changed through editing • To show that different types of audio can be combined and	**E Safety/Photo editing** (Safer Internet Day February) • To evaluate the consequences of unreliable content • To explain that digital images can be changed • To change the composition of an image • To recognise that not all images are real • Use technology responsibly and understand that communication online may be seen by others	**Data and Information – Data logging** • To use a digital device to collect data automatically • To use data collected over a long duration to find information • To use collected data to answer questions	**Coding and Programming – Repetition in shapes** • To create a program in a text-based language • To modify a count-controlled loop to produce a given outcome • To decompose a task into small steps • To create a program that uses count-controlled loops to produce a given outcome	**Coding and Programming – Repetition in games** • To explain that in programming there are infinite loops and count controlled loops • To develop a design that includes two or more loops which run at the same time • To modify an infinite loop in a given program • To design and create a project that includes repetition

		played together				
DESIGN AND TECHNOLOGY					**Cooking and nutrition** Cheesecake making – link to life skills • Understand the main food groups and the different nutrients that are important for health • Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty to eat • Select appropriate ingredients and use a wide range of techniques to combine them	**Textiles**  Trashion Show • Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product • Create prototypes to show his/her ideas • Make careful and precise measurements so that joins, holes and openings are in exactly the right place • Produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques • Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work

ART

Painting

Artist:
Freda Kahlo

- Experiment with different types of paints (Ready- mixed, metallic, water colour). Learn about the properties of water colour paint.
- Make and match colours with increasing accuracy using primary, secondary and tertiary colours.
- Use more specific colour language eg. tint, tone, shade and hue.
- Work confidently on a range of scales eg. thin brush and small picture etc.
- Show increasing independence in creativity with the painting process.

Drawing

Artist:
Stella McCartney

Designing their outfits for Trashion show and learning how to sketch different items of clothing on and off a model.

- Experiment with different grades of sketch pencils.
- Make informed choices in drawing including surfaces and media.
- Alter and refine drawings and describe changes using art vocabulary.
- Explore relationships between line and tone, pattern and shape, line and texture.

Review and Evaluate

- Use sketchbooks to record their observations and use them to review and revisit ideas.
- Record and explore ideas from first hand observations, experience an imagination and ideas for different purposes.
- Question and observe about starting points and select ideas for use in their work, annotating in sketchbooks with increasing independence.
- Think about their Art work, saying what they like and what they would like to improve.

Artist Appraisals:

- Study the work of a range of great artists, illustrators and sculptors and understand the historical and cultural development of their art forms. Use ICT where applicable to deepen knowledge.
- Evaluate and analyse creative works using the language of art, craft and design.
- Imitate the work of famous artists, illustrators or sculptors using the same and different media.
- Compare the work of different artists, share opinions.

PSHE
Healthy Mind, Happy Me

All About Me

- **All About Me**
- To be able to celebrate differences between their own characteristics and the characteristics of their peers.
- To build upon their knowledge base to explore more abstract emotions.
- To have started to explore how to express their emotions in a safe and healthy way.

Resilience & Coping

- To be able to understand what it means to be 'mindful' and will have started to consider the benefits of mindfulness.
- To begin to understand what it means to heave a 'kind mind'.
- To develop their understanding of what it means to

Health and Wellbeing -

- PSHE ASSOCIATION
- How to recognise, predict, assess and manage risk in different situations.
- How to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about).
- How people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence.
- How people's online actions can impact on other people.
- How to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online.

Living in the Wider World
PSHE ASSOCIATION TAUGHT THROUGH TOPIC COVERAGE

- Learn how people have a shared responsibility to help protect the world around them
- Learn how everyday choices can affect the environment
- Understand that what people choose

RSE/Medway

- To learn about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, and wet dreams.
- How puberty can affect emotions and feelings.
- How personal hygiene routines change during puberty.
- How to ask for advice and support about growing and changing and puberty.

	• To continue to build their vocabulary and knowledge around different character traits. • To be able to understand that characters are multi-faceted and some character traits can be inappropriate at times. **Being the Best Me I Can Be** • Begin to reflect on the various 'personal strengths' that they have. • Reflect on role models in the wider community and what character traits they may possess. • Be able to reflect on and discuss times in which they have 'persevered'. • Be encouraged to reflect on their 'personal strengths' and the various jobs these may relate to in the future. • Be able to identify the various character traits related to helping at home. • Reflect on their learning throughout the module and relate this learning to practical jobs in the community.	be a resilient person. • Will be able to understand that changes in families are normal and be comfortable with the emotions linked to such changes. • To understand that it is sometimes okay to change your mind.	• How to report concerns, including about inappropriate online content and contact. • That rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law.	to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) • Use skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • Understand how to show care and concern for others (people and animals) • Carry out personal responsibilities in a caring and compassionate way.	• https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and • https://www.pshe-association.org.uk/curriculum-and-resources/resources/betty-its-perfectly-natural-0
RELIGIOUS EDUCATION	**Where do religious beliefs come from? Christian** * Identify the Bible as a source of authority for Christians. * Identify the Laws of Moses and the teachings of the New Testament as sources of authority, and how these link with Christian beliefs. * Identify the crucifixion of Jesus as an event which has shaped Christian belief.	**What does sacrifice mean?** * Describe different philosophical and theological answers to questions about sacrifice * Identify ways in which beliefs about sacrifice influence the ways Christians and Muslims see the world * Identify ways in which beliefs about sacrifice impact the actions of Christians and Muslims	**How do religious groups contribute to society and culture in the local area and beyond? (Christianity and Hinduism)** • Describe ways in which the Christian beliefs in God's compassion for the poor and the value of all people as equal in God's sight impact on and influence individual lives, communities and society. • Describe ways in which dharma impacts on and influences Hindu life and society. • Describe some of the varying ways in which religious beliefs are practised both locally and globally with reference to Christianity and Hinduism.		

	* Describe how individuals, communities, society and experiences can shape beliefs.		* Give reasons for more than one point of view on the importance of sacrifice, providing pieces of the evidence to support these views in both philosophy and sacred texts.		• Identify ways in which beliefs might make a Christian or Hindu think about how they live their life.	
PHYSICAL EDUCATION	**<u>Outdoor</u>** **Football** • Invasion Games - dribbling, defending, attacking and passing. • Understanding the basic rules of invasion games. • Kick a ball accurately. **<u>Indoor</u>** **Sports Hall Athletics** • Develop flexibility, strength, technique and control when running, throwing and jumping. • Run at speed over a distance this can be long or short according to pupil's ability- Cross Country. • Quad Kids - Jumping - Throwing - Running - Relays • Vary skills, actions and ideas and link these in different ways to suit different activities • Consider strengths and weaknesses of individuals and plan activities according to pupils strengths. • Analyse, modify and refine skills and techniques and how these are applied	**<u>Outdoor</u>** **Football Games and Cross Country** • Run at speed over a distance this can be long or short according to pupils ability- Cross Country. **<u>Indoor</u>** **Multi-skills** • Develop flexibility, strength, technique and control when running, throwing and jumping. • Analyse, modify and refine skills and techniques and how these are applied.	**<u>Outdoor</u>** **Tag rugby and Netball** • Run at speed over a distance this can be long or short according to pupil's ability- Cross Country. **<u>Indoor</u>** **Dance** • Sequence a range of dance moves. • Moving in time to music. • Moving into different positions and different formations creating a dance throughout a piece of music. • Comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance	**<u>Outdoor</u>** **Netball and Tag rugby** • Pass a ball from chest height to a partner • Analyse, modify and refine skills and techniques and how these are applied **<u>Indoor</u>** **Gymnastics** • Practise key steps gymnastics positions. • Routine of different gymnastics positions. Various heights, rolls and jumps. - Straight Roll - Teddy Bear Roll - Front Roll - Tuck Roll - Back Roll • Make a sequence on the floor/ mats and then link the sequences together. • Comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance	**<u>Outdoor</u>** **Rapid fire cricket and tennis** • Rapid Fire Cricket- learning the rules, throwing and catching. Hitting a ball with a cricket bat. **<u>Indoor</u>** **Gymnastics** • Vault- take-off and landing using control and consistency in different levels • Make a sequence on the floor and on the apparatus and then link the sequences together. • Compare and contrast his/her performance with others • Comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance	**<u>Outdoor</u>** **Rapid Fire Cricket and tennis** • Rapid Fire Cricket- learning the rules, throwing and catching. Hitting a ball with a cricket bat. **<u>Indoor</u>** **Dance** • Sequence a range of dance moves. • Moving in time to music. • Moving into different positions and different formations creating a dance throughout a piece of music. • Comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance
	<u>Swimming</u> • Jump into the pool and submerge briefly • Sink, push away from the wall and glide underwater for a short distance ▪ Perform a sequence of changing shapes whilst floating on the surface Swim approx 10m using a range of different strokes (back / breast / front crawl)					

<table>
<tr><td rowspan="2">FRENCH
Language Angels</td><td>Les Saisons</td><td>AS-TU ANIMAL</td><td>Les Vetements</td></tr>
<tr><td colspan="3">Listening
To listen attentively to spoken language and show understanding by joining in and responding.
To link the spelling, sound and meaning of words for the Year 4 units of work.
Speaking
To present ideas and information orally to a range of audiences
To engage in conversations, express opinions and respond to the opinions of others
Reading
To read carefully and show understanding of words, phrases and simple writing
Writing
To use a wider range of adjectives and write simple descriptive sentences.
To write words and short phrases from memory.
To describe people, places, things and actions in writing.</td></tr>
<tr><td rowspan="2">MUSIC
Charanga
Sing Up
Songs for Musicianship
BBC 10 Pieces
.</td><td><u>Playing instruments, performing and sharing</u>

Recorders
Continue to explore and create music using classroom percussion, tuned and untuned. Use glockenspiels, recorders or band instruments.
Play together in a band or ensemble, joining in as appropriate. Start to respond to simple musical cues (starting and stopping), following a conductor or leader.
Recognise and demonstrate awareness of a link between shape and pitch graphic notations, converting these into memorable phrases (sports).
Continue to develop performance skills. Play tuned instruments with more control and rhythmic accuracy.
Practise, rehearse and present performances with awareness of audience, appreciating that this can influence how the music is presented.
Watch a recording and/or discuss performances. Offer respectful comments and feedback about others, considering areas to improve.</td><td><u>Games Singing and Musicianship</u>

Singing seasonal and topic songs weekly/fortnightly
They can take part in games and activities to demonstrate their understanding of pulse, pitch and rhythm and their differences. They can also improvise using these and their voices.
Understand the importance of working together as part of an ensemble or group.
Develop an understanding of the importance of vocal warm ups, focusing on good posture and breathing in phrases. They should also consider pronunciation and sound quality.
Sing songs and begin to consider how the melody and words should be interpreted. Sing in tune within limited pitch range with a good sense of pulse and rhythm.
<u>Focus song: Mamma Mia (Sing up)</u>
<u>Viking Rock (Sing up)</u></td><td>Improvisation and composition
Continue to explore and create musical sounds with voices and instruments, gaining knowledge of improvisation.
Record composition (ICT, pictorials, notation, videos, puppets, dots, colours etc) or with formal notation.
Create music which gets higher/lower (pitch), faster/slower(tempo) and louder/quieter (dynamics) and quality of sounds and how they’re made (timbre).
<u>BBC 10 PIECES – TOPIC LINK - Hans Zimmer – Earth</u></td></tr>
<tr><td colspan="3">Listen and Appraise – ALL YEAR ROUND
When listening to a wide variety of music, they hold more concentration and are beginning to place music in its historical context. They start to recognise style indicators and different instruments used.
They can demonstrate an understanding of pulse, joining in and holding beats appropriately.
They are developing their musical vocabulary, describing different pieces and their feelings towards it.
They can discuss the dimensions of music (pulse, rhythm, pitch, tempo, dynamics) and how these relate to a piece of music.</td></tr>
</table>

GLOBAL LEARNING LINKS	How inspiration people throughout history expressed themselves and made a change  Children's rights week – Design and make a truck (lego) **Big question – Who today will we remember tomorrow?** **Black history Month**	World Children's rights week – Nov 20th Christmas around the world	Letters to Malaya Yousafzai – 2x lessons – International Women's Day **Big Question: Does everyone have the right to go to school?**  	World Oceans Day  Stella McCartney – artist  **Big Question – Whose responsibility is it to save our planet?** **Earth day – April 22nd**	Trashionshow – recycling Environmental speeches from prominent environmental activists on : Plastic pollution Deforestation – single lesson with outcome Global warming   **June 11th –**  **International day of play**
LIFE SKILLS	Wrapping presents	Writing an email		Cheesecake making	
Authentic Outcomes	Express Yourself Party as a Year Group	Viking Experience Day!		Trashionshow and speeches	
VISITS / TRIPS	Pantomime – December 2025 £22 roughly per child	Viking day – Jan 2026 £4 roughly per child		Colchester Zoo April 2026 - £20 roughly per child	