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| **Subject** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **English** | **Writing purpose:**  **To entertain** | **Writing purpose:**  **To entertain**  **To Inform** | **Writing purpose:**  **To entertain**  **To persuade** | **Writing purpose:**  **To entertain** | **Writing purpose:**  **To persuade**  **To inform** | **Writing purpose:**  **To inform**  **To entertain** |
| **Prior learning (Year 2)**  Children built on their writing skills by creating narratives with clear main characters and plots using the fall–rise story shape, writing instructions with simple, numbered or chronological steps and lists of items, and composing list poems that explored a topic through words or phrases.  **Written outcomes**  Narrative (journey)  Free verse poems  **Knowledge**  **Narrative (to entertain):** Children will learn to consolidate their use of story shapes (fall–rise, slow rise, and slow fall) to help guide plot structure, begin stories with action, description of setting or character, and end stories with a moral message, happy ending, surprise, or cliff-hanger.  **Poetry (to entertain):** Children will learn to write poems as free verse, using lines of any length (from a single word to much longer) without needing a rhyme scheme or specific rhythm.  **Skills**  • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  • Discuss and record ideas  • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures  • Organise paragraphs around a theme  • In narratives, create settings, character and plot  • In non-narrative material, use simple organisational devices (for example headings and subheadings)  • Assess the effectiveness of their own and others’ writing and suggesting improvements  • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  • Proof-read for spelling and punctuation errors  • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.  **Key Vocabulary (new vocab. in bold):**  noun, verb, present tense, past tense, adjective, statement, command, comma, **main clause, subordinate clause, conjunction**  **Future learning (Year 4)**  Children will build on their writing skills by creating graphic novels with panels and speech bubbles, giving speeches using different points of view and tenses, and writing free verse poems without set rhyme or rhythm. | **Prior learning (Year 2)**  Children will build on their writing skills by creating letters with the sender’s address in the top-right corner and date underneath, the recipient’s address on the left, starting with ‘Dear…’ or ‘To whom it may concern…’, and signing off with ‘From…’ or ‘Love from…’ depending on their relationship with the reader  **Written outcomes**  Fable  Non-chronological report  **Knowledge**  **Fable (to entertain):** Children will learn to write stories that contain a moral lesson about life or how to behave, sometimes use an animal character, are set in the natural or real world, have a simple plot without too much detail, and include a foolish character who learns or faces consequences for their behaviour.  **Non-Chronological Report (to inform)**: Children will learn to use captions and labels to add information to illustrations, an index to help readers find something specific, a glossary to provide quick and easy definitions, and an A–Z guide to give more detail in an accessible way for readers to find information about the contents.  **Skills**  • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  • Discuss and record ideas  • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures  • Organise paragraphs around a theme  • In narratives, create settings, character and plot  • In non-narrative material, use simple organisational devices (for example headings and subheadings)  • Assess the effectiveness of their own and others’ writing and suggesting improvements  • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  • Proof-read for spelling and punctuation errors  • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.  **Key Vocabulary (new vocab. in bold):**  statement, question, noun, noun phrase adjective, verb, comma, present tense, past tense, paragraph, **conjunction, preposition, main clause subordinate clause**  **Future learning (Year 4)**  Children will build on their writing skills by creating clear, labelled explanations with technical vocabulary and step-by-step processes, and by writing narratives that use story shapes, strong openings, and engaging endings. | **Prior learning (Year 2)**  Children built on their writing skills by creating stories that often included repeated phrases, animal characters with human traits, meaningful character names, and happy endings, and by writing non-chronological reports using captions, labels, and glossaries to help readers understand information.  **Written outcomes**  Narrative (focus on setting and dialogue)  Persuasive speech  **Knowledge**  **Narrative (to entertain)**: Children will learn to understand that as well as plot and character, stories also take place somewhere, and this is called a setting.  **Speech (to persuade):** Children will learn to use first-, second-, and third-person narrative to address the audience directly and refer to themselves as the speaker, and to switch between past, present, and future tense.  **Skills**  • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  • Discuss and record ideas  • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures  • Organise paragraphs around a theme  • In narratives, create settings, character and plot  • In non-narrative material, use simple organisational devices (for example headings and subheadings)  • Assess the effectiveness of their own and others’ writing and suggesting improvements  • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  • Proof-read for spelling and punctuation errors  • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.  **Key Vocabulary (new vocab. in bold):**  past tense, present tense, adjective, comma, exclamation, statement, question, **paragraph ,adverb, preposition, apostrophe, inverted commas consonant, consonant letter vowel, vowel letter**  **Future learning (Year 4)**  Children will build on their writing skills by creating newspaper reports with headlines and quotes, recounts in chronological past tense, and travel leaflets with clear sub-topics and illustrations. | **Prior learning (Year 2)**  Children built on their Autumn 1 objectives by creating narratives using a variety of story shapes, including slow rise and slow fall, and by writing poems that used similes to create clear, relatable images for the reader.  **Written outcomes**  Personal Narrative (memoir) Poetry (calligrams & free verse)  **Knowledge**  **Narrative (to entertain**): Children will build upon their knowledge of stories by consolidating their use of story shapes (fall–rise, slow rise, and slow fall) to guide plot structure, beginning stories with action, description of setting or character, ending with a moral message, happy ending, surprise, or cliff-hanger, and understanding that, as well as plot and character, stories take place somewhere, called a setting.  **Poetry (to entertain):** Children will learn to explore specific structures of poems, including calligrams, where the words or text are written in a way that creates a visual image linked to their meaning.  **Skills**  • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  • Discuss and record ideas  • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures  • Organise paragraphs around a theme  • In narratives, create settings, character and plot  • In non-narrative material, use simple organisational devices (for example headings and subheadings)  • Assess the effectiveness of their own and others’ writing and suggesting improvements  • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  • Proof-read for spelling and punctuation errors  • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.  **Key Vocabulary (new vocab. in bold):**  Apostrophe, comma, adjective, present progressive tense, past progressive tense, **inverted commas, direct speech, simple past tense, present perfect tense.**  **Future learning (Year 4)**  Children will build on their writing skills by creating narratives using story shapes with engaging openings and endings, and writing haiku poems with the specific three-line, 5-7-5 syllable structure. | **Prior learning (Year 2)**  Children built on their Autumn and Spring objectives by writing instructions that included simple, clear steps and lists of items, and by using command sentences to tell the reader what to do.  **Written outcomes**  Persuasive letters  Instructions  **Knowledge**  **Letter (to persuade):** Children will learn to set out a formal letter correctly by writing the sender’s address in the top-right corner with the date underneath, the recipient’s address on the left-hand side, beginning with ‘Dear…’ or ‘To whom it may concern…’, and signing off with ‘Yours sincerely…’ or ‘Yours faithfully…’ depending on whether they know the recipient’s name.  **Instructions (to inform):** Children will learn to write instructions using easy-to-follow, simple steps or sentences, sometimes numbered, in chronological order so the reader can act in the correct sequence, including lists of things or ingredients needed, and using command sentences to tell the reader what to do.  **Skills**  • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  • Discuss and record ideas  • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures  • Organise paragraphs around a theme  • In narratives, create settings, character and plot  • In non-narrative material, use simple organisational devices (for example headings and subheadings)  • Assess the effectiveness of their own and others’ writing and suggesting improvements  • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  • Proof-read for spelling and punctuation errors  • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.  **Key Vocabulary (new vocab. in bold):**  Command, apostrophe, comma, present progressive tense, past progressive tense, **paragraph, present perfect tense, preposition, adverb conjunction**.  **Future learning (Year 4)**  Children will build on their writing skills by creating formal letters with correctly placed addresses, greetings, and sign-offs, and by writing non-chronological reports using captions, labels, indexes, glossaries, and A–Z guides to help readers find and understand information. | **Prior learning (Year 2)**  Children built on their Autumn and Spring objectives by writing recounts in simple past tense, sequencing events in the order they happened, creating narratives using previous story skills, and writing poems that used alliteration to create rhythm and musicality.  **Written outcomes**  Non-chronological report Narrative  Poetry (kennings)  **Knowledge**  **Non-Chronological Report (to inform):** Children will build upon their knowledge of non-fiction texts by using captions and labels to add information to illustrations, an index to help readers find something specific, a glossary to provide quick and easy definitions, and an A–Z guide to give more detail in an accessible way for readers to find information about the contents.  **Narrative (to entertain):** Children will build upon their knowledge of stories by consolidating their use of story shapes (fall–rise, slow rise, and slow fall) to guide plot structure, beginning stories with action, description of setting or character, ending with a moral message, happy ending, surprise, or cliff-hanger, and understanding that, as well as plot and character, stories take place somewhere, called a setting.  **Poetry (to entertain)**: Children will learn to use specific structures in poems, including kennings, where two words are combined to describe something.  **Skills**  • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  • Discuss and record ideas  • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures  • Organise paragraphs around a theme  • In narratives, create settings, character and plot  • In non-narrative material, use simple organisational devices (for example headings and subheadings)  • Assess the effectiveness of their own and others’ writing and suggesting improvements  • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  • Proof-read for spelling and punctuation errors  • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.  **Key Vocabulary (new vocab. in bold):**  Pupils will review all new language for the year.  **Future learning (Year 4)**  Children will build on their writing skills by creating narratives using story shapes with engaging openings and endings, and writing poems that use unusual word combinations, metaphor, and personification to create vivid and expressive images. |
| **Maths** | **Place Value**  Prior Learning (Year 2)  The children have learnt about  the place value of 2-digit numbers.  Children will learn to recognise  the place value of each digit in a 3-digit number and will be able to compare and order numbers up to 1000. They will identify, represent and estimate numbers using different representations, such as a number line. They will learn how to read and write numbers up to  1,000 in numerals and in words  and solve number problems and  practical problems.  Key vocabulary (new vocab in  bold)  Hundreds, tens, ones, represent, estimate,  In Year 4 the children will develop their understanding of 4-digit numbers.  **Addition and Subtraction**  Prior learning (year 2)  The children have learnt how to add and subtract 2 digit numbers.  Children will learn how to add  and subtract numbers mentally,  including, a three-digit number  and 1s, a three-digit number and  10s and a three-digit number and 100s. They will also learn how to add and subtract numbers with up to 3 digits, using formal written methods such as column addition and subtraction.  Key vocabulary (new vocab in  bold)  Addition, add, sum, altogether,  subtraction, take away, difference between, column addition, column subtraction, estimate, inverse  In Year 4 the children will apply the column method when adding and subtracting 4 digit numbers | **Addition and Subtraction**  Prior learning (year 2)  Children can recognise the  inverse relationship between  addition and subtraction.  Children will continue to develop their understanding of addition and subtraction of 3-digit numbers, allowing them to check their answers and estimate. They will learn how to solve missing number  problems.  Key vocabulary (new vocab in  bold)  Addition, add, sum, altogether,  subtraction, take away,  difference between, column  addition, column subtraction,  estimate, inverse  In Year 4, children will move  onto addition and subtraction  of 4-digit numbers and will  continue to check and estimate. They will use their  increased understanding to  approach 2 step problems.  **Multiplication and Division**  Prior learning (year 2)  The children have learnt their  2, 5 and 10 times tables.  The children will revise the 2,  5 and 10 times tables and how  to multiply and divide using a 1-digit number and 2-digit number. The children will continue to develop their understanding of multiplication and division and its relationship to addition and subtraction. In Year 3 they will focus on the 3, 4 and 8 times tables and will use this understanding to help them to problem solve.  Key vocabulary (new vocab in  bold)  Multiplication, multiply, lots of,  times, repeated addition, array, division, divided by, grouping, sharing, remainder  In Year 4 children will continue to learn their times tables up to 12x | **Multiplication and**  **Division**  Prior learning (year 2)  The children have learnt their 2, 5 and 10 times tables.  Children will build on their understanding of the relationship between multiplication and division, and will start to write and  calculate mathematical statements for multiplication and division using the multiplication tables that they know. They will also begin to  use the term remainders.  Key vocabulary (new vocab in bold)  Multiplication, multiply, lots of, times, repeated addition, array, division, divided by, grouping, sharing, remainder  In Year 4 children will develop their knowledge of formal written methods.  **Length and Perimeter**  Prior learning (year 2)  The children have learnt the units of measure for length and how to measure using a ruler and meter stick.  Children will be taught to measure, compare, add and subtract length. They will be introduced to the concept of perimeter and will measure the perimeter of simple 2-D shapes.  Key vocabulary (new vocab in bold)  Length, cm, mm, m, centimeters, millimeters, meters, convert, units,  perimeter  In Year 4 children will measure and calculate the perimeter of a rectilinear figure in centimetres and meters. | **Fractions**  Prior learning (year 2)  The children will recap the  idea that fractions are part  of a whole and their understanding of 1/3, 1/4, 2/4, 3/4.  Children will build on their  knowledge of fractions from Year 2 to learn about tenths and continuing to work out fractions of amounts.  Key vocabulary (new vocab in  bold)  Equal parts, unequal parts, part, whole, half, quarter, third, unit fractions, non-unit fractions, **tenth, decimal**, equivalent, compare, order  In year 4 the children will begin to count in hundredths and add and subtract fractions with the same denominator.  **Mass and Capacity**  Prior learning (year 1)  Children can describe mass/weight using the terms heavier than/lighter than.  Children will learn to measure mass, temperature and capacity to the nearest unit using scales, thermometers and measuring vessels. The children will be taught how to measure, compare, add and subtract mass, volume and capacity.  Key vocabulary (new vocab in bold)  Mass, capacity, volume, scales, temperate, vessel, thermometers, measure, compare  In Year 4 children will convert between different units of measure. | **Fractions**  Prior learning (year 2)  Children are able to recognize and find 1/3, 1/4, 2/4, 3/4.  Children will start to learn about equivalent fractions, comparing fractions and problem solving using addition and subtraction of fractions.  In Year 4 children will explore the relationship between fractions and  decimals.  **Money**  Prior learning (year 2)  The children will recap the value of coins and how to combine them to make different amounts.  They will learn to add and  subtract amounts of money to give change, using both £ and p in practical  contexts.  Key vocabulary (new vocab  in bold)  Pounds, pence, convert, change  In Year 4 the children will begin to estimate, compare, and calculate  using pounds and pence.  **Time**  Prior learning (year 2)  The children will continue to tell the time using o’clock, half past, quarter to and quarter past and 5  minute intervals.  They will further their  understanding by learning how to tell the time to the nearest minute. They will also learn to tell and write the time from an analogue clock, including using  Roman numerals from I to XII, and 12-hour and 24- hour clocks. They will estimate and read time  with increasing accuracy to the nearest minute and record and compare time.  Key vocabulary (new vocab in bold)  Time, seconds, minutes, hours, o’clock, half past, quarter past, quarter to, minutes past, minutes to, am, pm, morning, afternoon, midnight  In Year 4 children will learn to read, write an convert time between analogue and digital 12 and 24 hour clocks. | **Shape**  Prior learning (year 2)  The children have learnt some  of the properties of 2D and 3D  shapes and have used these to  describe them.  Children will develop their understanding of 2D and 3D  shapes further and will recognise angles as a property of shape or a description of a turn.  Key vocabulary (new vocab in bold)  Shape, pattern, turns, angles,  right angles, horizontal, vertical,  parallel, perpendicular  In Year 4 children will identify  acute and obtuse angles and compare and order angles up to  2 right angles by size.  **Statistics**  Prior learning (year 2)  The children will recap the topic  of statistics and how they can  record and interpret data in  pictograms, tally charts, tables  and block diagrams.  Children will be able to interpret  and present data using bar charts, pictograms and tables. They will also learn how to solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.  Key vocabulary (new vocab in bold)  Count, tally, tally chart,  pictogram, bar chart,  information, data  In Year 4 children will learn to  interpret and present discrete  and continuous data using  appropriate graphical methods |
| **Science** | **Light**  Prior Learning (Year 2)  The children have learnt about  materials and their properties which will support them with the new topic of light.  Knowledge  Children will learn about different sources of light, and that we need light to see. They will notice that light is reflected from surfaces and will be able to recognise that  shadows are formed when the  light from a light source is blocked by an opaque object.  Skills  Ask relevant questions and use different types of scientific enquires to answer them. Set up simple practical enquiries, comparative and fair tests.  Key vocabulary (new vocab in bold)  Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous.  In Year 4 children will apply  their understanding of light to  help them learn about  electricity. | **Animals including**  **Humans**  Prior Learning (Year 2)  The children will continue to  earn about the basic needs of  animals.  Knowledge  Children will learn that they need the right types and amount of nutrition, and that they cannot make their own food. They will learn that humans and some animals have skeletons and muscles for support, protection and movement.  Skills  Use straightforward scientific  evidence to answer questions or to support his/her findings. Ask relevant questions and use different types of scientific enquires to answer them.  Key vocabulary (new vocab in bold)  Nutrition, nutrients, carbohydrates, sugars, protein,  vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, support, protect, skull, ribs, spine, muscles,  joints.  In Year 4 children will learn to  describe the simple functions of the basic parts of the digestive system in humans | **Rocks**  Prior Learning (Year 2)  The children will use their knowledge of materials and  their properties to support  them with the topic of rocks.  Knowledge  They will learn about different types of rocks and will be able to group and compare them based on their appearance and simple physical properties. They will learn how fossils are formed and what  soil is made of.  Skills  Set up simple and practical enquiries, comparative and fair tests with some support.  Key vocabulary (new vocab in bold)  Appearance, physical Properties, hand/soft shiny/dull, rough/smooth absorbent/not absorbent fossils, sedimentary,  metamorphic, igneous, rock, soils, organic matter buildings, gravestones grains, crystals.  In Year 4 children will apply  their learning to understand  different states of matter. | **Forces and Magnets**  Prior Learning (Year 2)  The children have learnt that the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and  stretching.  Knowledge  Children will learn about forces, friction and magnetic attraction. They will learn about forces in the context of pushing and pulling, and will identify different actions as  pushes or pulls.  Skills  Make systematic and careful  observations, using simple  equipment. With prompting, suggest conclusions from enquiries. Suggest how findings could be reported Suggest possible improvements or further  questions to investigate.  Key vocabulary (new vocab in bold)  Force, push, pull, open, surface, magnet, magnetic, attract, repel, magnetic poles, North, South. | **Plants**  Prior Learning (Year 2)  The children have learnt about the basic needs of plants and what they need to grow and stay healthy.  Knowledge  Children will develop their learning from KS1 and learn about the different parts and functions of a  plant, how water travels through a plant and what different plants need to grow.  Skills  Make systematic and careful observations, using simple equipment.  Key vocabulary (new vocab in bold)  Common, wild plants, garden plants, deciduous pollination, dispersal, formation, nutrients,  flowering  In Year 4 the children will explore environmental impacts on living things and build on their ability to  group and classify | **Diet and hygiene**  Prior Learning (Year 2)  The children have learnt about  the importance of exercise and  nutrition.  Knowledge  Children will learn about the  importance of looking after  their teeth, appropriate portions for a balanced and healthy diet and how to stay safe in the sun.  Skills  Set up simple and practical  enquiries, comparative and fair  tests with some support.  In Year 4 the children will build  on their knowledge of the body  to understand the basic functions of the digestive system and identify different types of skill. |
| **Geography** | **Map Skills**  (Focusing on the UK)  Prior Learning (Year 2)  The children have examined maps, globes and atlases exploring compass directions and key map symbols.  Knowledge  Children will recap their knowledge of North, East South and West and begin to explore digital mapping. They will explore how a scale is used and different projections, exploring their similarities and differences. They will explore topological maps and cardinal directions to find locations on a map. They will explore atlases focusing on the use of an atlas including using the index and using a key.  Skills  As well as the knowledge gained the children will be 1 . Asking geographic questions 2. Acquiring geographic information 3. Organizing geographic information 4. Analyzing geographic information 5. Answering geographic questions  Key Vocabulary (new vocab in bold)  Globe, North, South, East, West, **digital mapping, Google Earth, search function, gridlines**, maps, scale, **cm, km, revise, similarities, differences, map projections, (eg Mercator, Robinson, digital mapping, Google Maps**, compass rose symbol, cardinal directions (N, S, E, W), **ordinal directions, NE, SE, SW, NW, compare, navigating, legend, key, landmarks, symbols, topological,** **dentify, land heights, atlas, index, place name, page number, grid code, 2 –figure grid reference, alphabetical order, physical features, human features**  In year 4 the children will continue to develop their understanding of maps, globes and atlases in more detail including latitude and longitude and explore Europe on the map. |  |  | **Rivers and Mountains**  (Prior Learning (Year 2)  The children have learnt about key physical and human features within a small area of the UK.  Knowledge  Identify key topographical features (including hills, mountains, coasts and rivers) of an area/s of the UK. Know how some topographical features have changed over time (eg rivers changing course – how mountains are made)  Physical Processes  Know in simple terms how rivers and mountains are made.  Identify land-use patterns of an area/s of the UK and how some of these aspects have changed over time (eg villages becoming towns/farm land becomes housing estate)  Human Processes  Know in simple terms the links between increases in population and urban expansions. Know in simple terms the links between population levels and settlement types  Key Vocabulary (new vocab in bold)  Topographical features, Hill, mountain, coast, river, **urban, rural,**  In year 4 the children will continue to explore physical and human processes looking at the water cycle. |  | **The UK**  Prior learning (year 2)  The children learnt about the 4 countries in the UK, their capital cities and the surrounding seas and ocean.  Knowledge  Children will know about more  cities in the UK including their  physical features such as mountains, rivers and seas. They will know how the UK has changed over time  Skills  Use maps and atlases to locate  places and features  Using relevant geographical  language  Use a range of sources for  research purposes  Be able to identify similarities  and differences between  places  Key vocabulary (new  vocabulary in bold)  Topographical, physical  feature, river, mountain, sea  In year 4 the children will explore their locational knowledge focusing on Europe. |
| **History** |  | **The Stone Age**  (Links to ‘The First Drawing’ text and Rocks)  Prior learning (year 2)  The children learnt to describe events beyond living memory that are significant, such as The Great Fire of London.  Knowledge  Children will know about what life was like in the Stone Age. They will find out about Stone Age tools, houses, animals and the significance of Skara Brae.  Skills  use of historical language and questioning, developing intrigue, and encouraging curiosity Use a range of common words and phrases relating to the passing of time  Key vocabulary (new vocabulary in bold)  **Neolithic,** mammoth, tools, **cave painting, fur pelt, spear,flint stone**  In Year 4 the children will begin to place historical periods in  chronological order and use historic terms related to different  periods in history. | |  | **The Egyptians**  When and where the first civilisations appeared and depth study of Ancient Egyptians | |
| **Computing** | **Online Safety**  (PSHE link)  Prior learning (Year 2)  The children have learnt about the importance of keeping personal information safe online.  Knowledge  They will build on their understanding of passwords and  how to ensure they are safe and  secure as well as who they should and should not share this with. They will also learn about acceptable and unacceptable  behaviour online.  Skills  Children will continue to develop  their ability to stay safe online  and to report anything that makes them feel uncomfortable to a trusted adult.  Key vocabulary (new vocab in bold)  Safe, unsafe, personal, private  In Year 4 the children will  continue to use technology  respectfully, knowing where to  get help and support if they are  concerned. | **Digital Literacy –**  **Word Processing**  Prior learning (Year 1)  The children have learnt to recognize common uses of information technology in the home and school  Knowledge  The children will learn to recognise familiar forms of input and output devices. They will know how to open, close and edit a word document, as well as knowing how to use copy and paste.  Skills  The children will practise their typing skills as well as their ability to use a mouse efficiently. They will use the internet to search for content. Copy and paste pictures/text into a document.  Key vocabulary (new vocab in bold)  Microsoft word, **input, output,**  text, type, **copy, paste**, cursor  In Year 4 the children will continue to develop their ability to format documents. | **Coding – Sequences**  Prior learning (Year 2)  The children have learnt what an algorithm is and have started to make simple programs.  Knowledge  Children will develop their understanding of how algorithms work and how they can be programmed and debugged.  Skills  Design, write and debug their own programs, using logical reasoning to explain simple algorithms.  Develop their ability to use logical reasoning to explain how and why certain algorithms work and others do not.  Key vocabulary (new vocab in bold)  Programme, algorithm, debug,  command, sequence, code  In Year 4 the children will continue to develop their ability to use logical reasoning to detect and correct errors. | **Networking – Connecting Computers**  Knowledge  Children will be introduced to  the new topic of Networks. They will begin to learn about the concept of networks and how these enable the sharing of data and information. They will develop their understanding of the internet and how it works as a large network of computers.  Skills  Follow simple processes, design a digital device  Key vocabulary (new vocab in bold)  **Network**, connect, connections, internet, sharing, devices,  In Year 4 the children will build on their learning and explore servers and how they provide services to a network. | **Digital Literacy –**  **Net Searching**  Prior learning (Year 2)  The children have practiced basic processes on the laptops in school.  Knowledge  Children will learn how different programs can be used for different purposes and will recognise that some sources are  more reliable than others.  Skills  Children will develop their use of different programs. Use simple search technologies to research  different topics.  Key vocabulary (new vocab in bold)  Search**, search engine**, internet, **results, reliable,** **unreliable**  In Year 4 the children will learn about how search engines work and how results are selected and ranked. |  |
| **PE** | **OAA**  Prior learning (year 2)  The children learnt to work cooperatively with a partner and a small group.  Knowledge  Children will learn to problem solve through a range of challenges. They learn to be inclusive of others and work collaboratively to overcome challenges. They will learn to orientate a map, identify key symbols, and follow routes.  Skills  Develop map reading skills. Listen to and accept others ideas. Plan and implement strategies to solve problems.  Key vocabulary (new vocab in bold)  **Orientate, control, course,**  **symbol**  In Year 4 the children will plan  independently and in small groups, implementing a strategy with increased success.  **Fundamentals**  Prior learning (year 2)  Children have learnt to balance  when changing direction and show different speeds when running.  Knowledge  Children will learn how to change direction quickly and how the body moves at different speeds. They will understand the importance of  warming up.  Skills  Link jumping and hopping actions  Jump and turn a skipping rope. Demonstrate balance.  Key vocabulary (new vocab in bold)  Distance, technique, accelerate,  decelerate, control, **momentum,**  co-ordination, pace, **stability**  In Year 4 children will learn to  demonstrate when and how to  accelerate and decelerate. | **Fitness**  Prior learning (year 2)  Children have learnt to perform actions with increased control when coordinating their body with and without equipment.  Knowledge  The children will learn how to improve in different physical activities and learn to evaluate and recognise their own success.  Skills  Coordinate their bodies with increased consistency. Balance when changing direction. Develop sprinting technique. Build strength in different muscle groups.  Key vocabulary (new vocab in bold)  Fitness, balance, agility, coordination, speed, pace, control, muscle, strength, steady, progress, stamina  In Year 4 children will explore  increased speed when coordinating their bodies.  **Gymnastics**  Prior learning (year 2)  Children learnt to explore using shape in different gymnastic balances.  Knowledge  Children will learn the difference between point and patch balances and transition smoothly into and out of them. They will also learn how to perform straight, barrel, and forward roll and stepping into  shape jumps with control.  Skills  Explore point and patch balances and transition smoothly into and out of them. Develop the straight, barrel, and forward roll. Develop stepping into shape jumps with control.  Key vocabulary (new vocab in bold)  Strength, balance, distance, accurately, control In Year 4 children will develop  strength in bridge and shoulder stand. | **Yoga**  Prior learning (year 2)  Children have learnt to demonstrate increased control in performing pose.  Knowledge  Children will learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body.  Skills  Develop their ability to stay still and keep focus. Demonstrate increased control when in poses and explore control in paired poses.  Key vocabulary (new vocab in bold)  Strength, perform, flexibility,  link, technique  In Year 4 children will demonstrate increased extension in their poses.  **Dance**  Prior learning (year 2)  Children have learnt to structure sequences of movements and actions in different ways to improve performance.  Knowledge  Children will develop an understanding of formation.  Skills  Use dynamics effectively to express an idea. Use directions to transition between directions.  Create actions in response to a stimulus. Use dance terminology when giving feedback.  Key vocabulary (new  vocabulary in bold)  Perform, match, flow, explore,  feedback, create, feedback,  expression  In Year 4 the children will  develop their ability to comment on the skills and techniques used by others and use this to improve  performance. | **Invasion games: Football**  Prior learning (year 2)  Children have learnt to send and receive with increased control.  Knowledge  Children will learn what is meant by dribbling, attacking, defending and space. and will explore this by abiding by the rules of a game of football.  Skills  Developing movement skills to  lose a defender. Explore shooting actions. Track opponents to limit their scoring opportunities. Develop moving with a ball towards goal with some control.  Key vocabulary (new vocab in bold)  Travelling, opponent, opposition, receiver**, tracking, possession,**  **dribbling**  In Year 4 the children will  develop their decision making  around when to pass and  shoot.  **Net/Racket games – Tennis**  Prior learning (year 2)  Children have learnt how to  perform an accurate underarm throw over a net to a partner.  Knowledge  Children will learn the difference between a forehand and backhand and will know how to score a point  in a game of tennis. They will learn the key principles behind tennis, such as attacking and defending.  Skills  Serve using an underarm serve.  Rallying with a forehand.  Key vocabulary (new vocab in bold)  Ready position, racket, **track,**  rally, control, return, opponent  In Year 4 children will begin  to use appropriate footwork  patterns to move around the  court. | **Invasion Games: Netball**  Prior learning (year 2)  Children have learnt to perform actions with increased control when coordinating their body with and without equipment.  Knowledge  Children will learn how to use running, jumping, throwing and catching in isolation and in  combination. They will learn the key rules of netball including footwork, held ball, contact and  obstruction.  Skills  Explore sending and receiving the ball. Abiding by the rules of the  Game. Developing movement skills  to lose a defender. Explore shooting actions. Track opponents to limit their scoring opportunities. Develop moving with a ball towards goal with some control  Key vocabulary (new vocab in bold)  Footwork, pivot, opponent, opposition, receiver, interception,  rebound, contact, mark, attack, defence, pass  In Year 4 the children will develop their throwing, catching, defending and attacking skills.  **Field/striking games: Cricket**  Prior learning (year 2)  Children have learnt to catch with two hands with coordination and technique.  Knowledge  Children will learn what is meant by bowled out, stumped out, caught out and run out and how these can cause a player to be  out of a game of cricket.  Skills  Begin to strike a bowled ball using different equipment. Use overarm and underarm throwing in a game  Situation.  Key vocabulary (new vocab in bold)  Runs, strike, fielding, stance, retrieve, stumped, wicket, batting, bowl  In year 4 children will develop batting technique consistent with the rules of the game. | **Athletics**  Prior learning (year 2)  Children learnt to perform jumping, hopping and skipping  actions.  Knowledge  Children will learn the difference between jump, hop and leap and how their stamina can help to sustain prolonged effort.  Skills  Develop the sprinting technique  and apply it to relay events. Develop technique when jump  approaches and take off  positions. Explore the technique for a pull throw.  Key vocabulary (new vocab in bold)  Speed, power, strength, accurately, higher, pace, control,  further, faster  In Year 4 they will explore power and technique when throwing for distance in a pull and heave throw. |
| **Art** | **Drawing and Painting**  Prior learning (year 2)  Children can describe the differences and similarities between different practices and disciplines.  Knowledge  Children will learn and explore a  variety of shading techniques and will begin to show an awareness of form. They will learn about the artist Caravaggio and explore the  differences and similarities within his work.  Skills  They will use hatching, cross  hatching and stippling to shade. Mix a range of colours, shades and tints incl tertiary) and know which primary colours make secondary colours.  Key vocabulary (new vocab in bold)  Texture, shading, **tone, warm colours,** **cold colours**, hatching, cross hatching, stippling  In Year 4 children will learn about different shades of colour and proportions in artwork. |  | **Sculpture and 3D work**  Prior learning (year 2)  Children have learnt about surrealist art and the work of  Picasso.  Knowledge  They will learn about the artist Henry Moore and how models/sculptures can be made using different materials such as wood, papier-mâché, recycled materials.  Skills  Children will learn how to join  clay adequately and work reasonably independently. They will construct a simple clay base for extending and modelling other shapes.  Key vocabulary (new vocab in bold)  Sculpt, modelling, carving, clay  In Year 4 children will explore  working practices of artists,  architects and designers. |  | **Printing and Collage**  Prior learning (year 2)  Children have used a range of materials creatively to design and make products.  Knowledge  Children will learn a range of with a range of collage techniques such as tearing, layering and overlapping. They will learn about the work of Andy Warhol.  Skills  Children will explore pattern and shape, creating designs for printing. They will print using a variety of materials and objects.  Key vocabulary (new vocab in bold)  Tearing, layering, overlapping, pop art  In Year 4 the children will learn the technique of marbling. |  |
| **Design Technology** |  | **Food and Nutrition**  Prior learning (Year 2)  Children understand the need  for a variety of food in a diet.  Knowledge  Children will learn about the  different food groups and how  soup is made.  Skills  They will begin to prepare and  combine ingredients and use  techniques such chopping, blending, baking, measuring.  Key vocabulary (new vocab in bold)  Balanced diet, **Bake, roast, blend.**  In Year 4 the children will learn about a balanced diet and why this is important for healthy bodies. |  | **Textiles**  Prior learning (year 2)  Children have learnt how to join fabrics together using a running stitch.  Knowledge  Children will learn about cross  stitch and how to create one. They will also learn how to plan and design a product for a given purpose.  Skills  Children will continue to develop their sewing skills by using different types of stitch, including cross-stitch.  Key vocabulary (new vocab in bold)  Planning, purpose, **function,** evaluate, cross stitch  In Year 4 children will develop their ability to work collaboratively on a creative task. |  | **Mechanisms**  Prior learning (year 2)  The children will learn how to  evaluate a product and explore  some basic mechanisms, beginning to think about how to create them themselves.  Knowledge  Children will develop their understanding of mechanical  systems. They will understand how mechanical systems such as levers and linkages create movement.  Skills  Children will follow instructions  on how to make different types  of lever and linkage mechanisms.  They will use this experience  and information to draw on when  developing their own ideas.  Key vocabulary (new vocab in bold)  Design, analyse, levers, **linkage**  In Year 4 children will use  electrical systems in products. |
| **Music** | **Glockenspiel**  (Prior learning Year 2)  Children have listened with  concentration and understanding to a range of music.  Knowledge  Children will learn to recognise  and use written notation, including crochets and rests.  Skills  Children will develop their ability to play the glockenspiel. They will listen to and follow musical instruction.  Key vocabulary (new vocab in bold)  Improvise, compose, pulse,  rhythm, pitch, tempo, dynamics,  texture structure, melody  In Year 4 children will develop  their recognition and use of  written notation to begin to read some simple scales. |  | **Three Little Birds by Bob Marley**  Prior learning (year 2)  Children have used musical  terminology such as pulse,  rhythm and pitch to describe  the music they hear.  Knowledge  Children will be introduced to the music of Bob Marley and the Reggae genre.  Skills  Sing, play, improvise and compose. Listening and appraising other  Reggae songs.  Key vocabulary (new vocab in bold)  Introduction, verse, chorus, backing vocals, pulse, rhythm,  pitch, tempo, dynamics, compose, improvise, hook, riff, melody, reggae.  In Year 4 the children will  develop their understanding of  formal, written notation which  includes minims and quavers. |  | **Singing**  Prior learning (Year 2)  Children have learnt to sing  a song in two parts.  Knowledge  Children will learn the importance of warming up their voices.  Skills  The children will learn how to sing a variety of different songs and  perform some in front of others.  Key vocabulary (new vocab in bold)  pitch, rhythm, timing, sing, volume, solo, ensemble  In Year 4 the children will learn about what a choir is and how they are structured. |  |
| **PSHE** | **Me and My Relationships**  Prior learning (year 2)  Children have learnt about different emotions and can discuss times when they have felt these emotions.  Knowledge  They will talk about special pets  and how it might feel losing a pet, as well as falling out with friends and solving problems.  Skills  Children will learn how to accept  the views of others and understand that we don’t always  agree with each other.  Key vocabulary (new vocab in bold)  Friends, friendships, challenges,  opinions, relationships  In Year 4 the children will continue to explore feelings and  when feelings changes as well as  the idea of pressure. | **Valuing Differences**  Prior learning (year 2)  Children have thought about what makes them special and can recognise when someone is being left out.  Knowledge  Children will learn what diversity is and will be able to give examples of different community groups.  Skills  Children will be able to identify  similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds.  Key vocabulary (new vocab in bold)  Respect, **diversity, tolerance**,  differences, community, community groups, diverse  In Year 4 the children will look  into the idea of a stereotype. | **Keeping Myself Safe**  Prior learning (year 2)  Children can give examples of safe and unsafe secrets and can think of someone who can help in these situations.  Knowledge  They will learn the difference  between a danger and a risk, how to make a situation less risky or not risky at all and who to talk to if they feel unsafe. They will learn how to keep their personal details  safe online. They will also learn why medicines can be helpful or harmful.  Skills  Children will identify risks and  dangers. Identify why medicines can be helpful but also dangerous.  Key vocabulary (new vocab in bold)  Danger, risk, **drugs, alcohol, nicotine,** medicines, personal information  In Year 4 children will continue to identify dangers and risks and how to keep themselves safe. | **Rights and**  **Responsibilities**  Prior learning (year 2)  Children will recap the different rights and responsibilities that they have.  Knowledge  Children will learn what a volunteer is and why they choose to volunteer. They will learn and understand the terms ‘income’, ‘saving’ and ‘spending’ and that there are times we can buy items we want and times when we need  to save for items.  Skills  Children will be able to suggest ways that they can help the people who help them and how they can do this.  Key vocabulary (new vocab in bold)  Volunteers, responsible, fact,  opinion**, income**, saving, spending  In Year 4 the children will learn how their rights and responsibilities change as, they grow up. | **Being my Best**  Prior learning (year 2)  Children can name different parts of their body and can explain how  they can keep healthy.  Knowledge  Children will learn what is meant by a ‘balanced diet’ and how the Eatwell Guided plate benefits the body. They will learn how infectious illnesses are spread from one person to another and some of the major internal body parts.  Skills  Children will develop skills in discussion and debating an issue. They will be able to explain and give an example of a skill or talent  that they’ve developed.  Key vocabulary (new vocab in bold)  Eatwell Guide, balanced diet, infectious, illness, heart, blood, lungs, stomach, small and large  intestines, liver, brain, achievements, discussion, **debate**  In Year 4 they will continue to look at what makes them special and how they can achieve their goals. | **Growing and Changing**  Prior learning (year 2)  Children will continue to learn  about how their bodies will change as they get older.  Knowledge  Children will learn what is meant  by ‘personal space’ and the  difference between a safe and  unsafe secret. They will learn what happens to a woman’s body when the egg isn’t fertilised.  Skills  Children will be able to identify  when it is and isn’t appropriate  to let someone into their personal space. They will also be able to recognise how different surprises and secrets might make them feel.  Key vocabulary (new vocab in bold)  Relationship, personal space, body space, appropriate, inappropriate, secret, surprise, puberty, **menstruation**  In Year 4 children will continue  to learn how their body will change. |
| **RE** |  | **Christians/Hindus/Nonreligious people**  Prior learning (year 2)  Children have learnt how and why we celebrate significant times.  Knowledge  Children will learn how festivals and family life show what matters to Hindus.  Skills  Children will continue to develop their respect and tolerance shown to people with different beliefs/religions/views. Make comparisons between religions.  Key vocabulary (new vocab in bold)  Christians, church, Hindu, shrine, Muslim, mosque  In Year 4 children will learn how faith is expressed in different communities and traditions. |  | **Christians**  Prior learning (year 2)  Children will recap how and why we celebrate Easter.  Knowledge  The children will learn about the ‘Trinity’ and why is it important for Christians. They will also explore why Christians call the day Jesus died ‘Good Friday’.  Skills  Children will continue to develop their respect and tolerance shown to people with different beliefs/religions/views. Make comparisons between religions.  Key vocabulary (new vocab in bold)  Easter, Easter story, Jesus, Good Friday, Last Supper, prayer, Trinity, cross, **resurrection**  In Year 4 the children will learn about the impact of Pentecost. |  | **Christians/Jews/Muslims**  Prior learning (year 2)  Children have learnt what stories inspire Christian, Muslim and Jewish people.  Knowledge  Children will learn how festivals  and family life show what matters to Jewish people and Muslims.  Skills  Children will continue to develop  their respect and tolerance shown to people with different beliefs/religions/views.  Make comparisons between religions.  Key vocabulary (new vocab in bold)  Judaism, Jewish, rabbi, Torah, Star of David, Hannukah synagogue, Passover, Muslim, Islam, **Qur’an, Mecca, hijab,**  **mosque**  In Year 4 children will explore how and why people try to make the world a better place. |
| **French** | **Classroom commands, Basic greetings, numbers, days of the**  **week, months on the year**  Knowledge  Children will learn classroom  commands, basic greetings, numbers 0-31 and numbers in  10’s 0-100. They will also learn  the days of the week and months on the year.  Skills  Show understanding of a range  of familiar spoken phrases and  listen to and attempt to repeat  particular phonemes.  Key vocabulary (new vocab in bold)  **Écoutez, répétez, silence, regardez, levez-vous, asseyez-vous, et, Bonjour, au revoir, salut, je m’appelle…, et toi?, ça va?, ça va bien, comme ci comme ça ça va trés bien ,comme ci**  **,comme ça , ça va mal, pas**  **mal, merci, quel âge as-tu?** **J’ai sept/huit ans, un, deux,**  **trois, quatre, cinq, six, sept,**  **huit, neuf, dix, onze, douze,**  **treize, quatorze, quinze,**  **seize, diz -sept, dix -huit, diz-neuf, vingt, vingt-et-un,vingt**  **-deux, vingt-trois,vingt-quatre, vingt-cinq,vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente,trente-et-un**  In Year 4 the children will continue to develop their oral,  auditory and written skills in  French. |  | **Colours, pets, preferences, conjunctions**  Knowledge  Children will learn colours, pets, preferences, conjunctions in French.  Skills  Children will ask and answer simple questions and Use mostly accurate pronunciation. Recognise some familiar words and phrases in written form.  Key vocabulary (new vocab in bold)  **Janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre, , quelle est la date de ton/son anniversaire?, mon/son anniversaire est le…, lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, aujourd’hui, la date est…., noir, gris,blanc, rose, marron, rouge, orange, jaune, vert, bleu, violet,Le bras, la jambe, la main le ventre, le pied, le dos, la tête, l’épaule, le doigt, le genou, les yeux, un chat, un cheval, un chien, un hamster, un lapin, un oiseau, (une souris), un serpent, un poisson, (une tortue), Tu as**  **un animal?, j’ai…, grand,petit, et toi?, quis’appelle…, j’aime, je n’aime pas, et, mais**  In Year 4 the children will learn the French words for many body parts and how to describe them using adjectives. |  | **Family and family tree, clothes**  Knowledge  Children will learn how to talk  about their family and clothes they wear. They will combine the year’s learning through an oral/written presentation.  Skills  Children will recognise the main word classes and understand that nouns will have different genders. They will begin to recognize when  conjunctions are used.  Key vocabulary (new vocab in bold)  **Un/le/mon père, beau-père,**  **frère, beau-frère, demifrère, grand-père, oncle, cousin, une/la/ma mère, belle-mère, soeur, bellesoeur, demi-soeur, grandmère, tante, cousine,**  **petit/petite, grand/grande,**  **j’ai…, il/elle s’appelle, il/elle**  **a….Dans ma famille, qui est**  **dans ta famille? (intro of plural ‘s’?), un tee-shirt,** **une chemise, un pull, un pantalon, un short, une robe, une jupe, des**  **chausettes, des chaussures, un costume, noir, gris, blanc, rose, marron, rouge, orange, jaune, vert, bleu, violet (intro feminine/plural forms of colours), je/il/elle porte…, Qu’est -ce que tu portes?/qu’est -ce qu’il/elle porte? J’aime…, je n’aime pas…, et, mais, aussi,**  In Year 4 the children will learn the French words for different breakfast foods. |  |