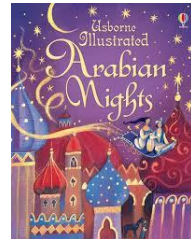


Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Invasion		Road Trip USA: Where would you go?		The Golden Age of Islam – Why?	Famous Faces
Enquiry Driver	History: What were the causes and consequences of the Anglo-Saxon invasion?		Where would you go on a road trip across the USA and why?		Why was it called the Golden Age of Islam?	How can I improve this work – Austin’s butterfly
Spirituality Driver (What If)	What if people didn’t share their faith? What if Augustine had never come to England?		What if people won the proposal to further develop the Grand Canyon? What if slavery still existed?		What if the Mongols hadn’t attacked Baghdad?	What if there were no pieces of art?
The Arts Driver	Anglo-Saxon & Viking Patterns: Textiles- Warp & Weft		Water colour landscapes inspired by Georgia O’Keefe		Islamic patterns	Create an art gallery and sew
Launch	This topic teaches children about life in Britain after the Roman withdrawal. Children will learn about Anglo-Saxon and Viking invasions up to the Norman conquest.		Travel around the classroom visiting different cities finding information and getting a ‘souvenir’ from each one		Detective work	
Finale	Viking Day- Make the classroom disappear visit		American Day		Bazaar in Baghdad	Create Madame Tussauds
Visits/ Experiences	Viking experience day		Overnight residential at Flatford			
English	Over the course of Y.4 the children will focus on the following skills through the genres set out below: - Developing skills for planning their writing - Develop their understanding of paragraphs and using them to organize their writing and allow it to flow - Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - Evaluating and editing their writing, as well proof reading it for errors - Expanding on their understanding of punctuation, in particular, commas and speech punctuation - Developing their skills and confidence in reading, through a wide range of genres and text types Developing their understanding and interpretation of the texts they read.					
	Reading text:  Writing Genres: List Poems & Kennings Third person narrative –Beowulf	Reading text:  Writing Genres: First person recount (Viking day) Instructions	Reading text:  Writing Genres: Non-chronological reports – Martin Luther King Performance poetry – Michael Rosen	Reading text:  Writing Genres: Persuasive writing – Should zoos exist? Mersea Trip – Persuasive leaflet	Reading text:  Writing Genres: Narrative adventure (first person)	Reading text  Writing Genres: Biographies -famous artists Punctuate direct speech Narrative poetry
Maths	See the table at the bottom of this document based on the Whiterose Scheme of work and National Curriculum statements					
RE	Understanding Christianity – Creation and Fall (Digging Deeper) Key Question: Did God really create the world?	Understanding Christianity – Incarnation (Digging Deeper) Key Question: Why is God known by so many names?	Essex Agreed Syllabus Explore: Hinduism – Living as a Hindu Key Question: Is one god more important than another god?	Understanding Christianity – Salvation (Digging Deeper) Key Question: Is lying ever ok?	Essex Agreed Syllabus Explore: Islam – The Mosque & Prayer Key Question: What makes a prayer space special?	Understanding Christianity – People of God (Core) Key Question: Why do some people do extraordinary things?
Science	Working Scientifically: During Years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: - 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.					
	Electricity - identify common appliances that run on electricity - construct a simple series electrical circuit identifying and naming its basic parts,	States of matter - compare and group materials together, according to whether they are solids, liquids or gases - observe that some materials change state when they are	Living Things & their Habitats - recognise that living things can be grouped in a variety of ways - explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment - recognise that environments can change and that this can sometimes pose dangers to living things. <i>Quigly</i> -	Animals, including humans - describe the simple functions of the basic parts of the digestive system in humans - identify the different types of teeth in humans and their simple functions		Sound identify how sounds are made, associating some of them with something vibrating

	including cells, wires, bulbs, switches and buzzers - identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - recognise some common conductors and insulators, and associate metals with being good conductors. DT: • Create series and parallel circuits	heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	<i>Identify how animals & plants are suited to and adapt to their environments</i> Give me 5 Facts: - Animals can be grouped into one of two main groups: vertebrates and invertebrates. - Vertebrate animals have a spine (also known as a backbone). Invertebrates do not have a spine. - Vertebrates can be sorted into five main groups with their own characteristics; mammals, birds, fish, amphibians & reptiles. - Plants and animals rely on their habitats to give them the conditions they need to live. - Organisms can become endangered or even be made extinct due to changes in their habitats. Key Vocabulary: Habitat- The specific area or place in which particular animals or plants may live. Species- A group of living things that share enough similarities to be able to breed and produce young capable of breeding. Classification- The process of grouping living things according to their similarities. Warm-blooded- Refers to animals that are able to generate their own body heat. Cold-blooded- Refers to animals that are not able to generate their own body heat. Metamorphosis- The process by which certain animals completely change their appearance and body structure.			construct and interpret a variety of food chains, identifying producers, predators and prey.	- recognise that vibrations from sounds travel through a medium to the ear - find patterns between the pitch of a sound and features of the object that produced it - find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases.
Computing	TO CONNECT Touch Typing – 2Type - Shift Key & Space Bar - Letters & Numbers - Vowels & Consonants - Punctuation & Symbols	TO COMMUNICATE: Combining text & graphics – PowerPoint (make a PPT of Viking knowledge) - Use Bold, <i>Italic</i>, <u>Underline</u> shortcuts (Ctrl c, l, U) - Use copy & paste shortcuts (ctrl C, V) - Insert text box & word art - Use print screen to capture an image - Use ‘Snipping Tool’ to capture images - Select certain areas of an image and resize, rotate & invert the image. - Collect audio from a variety of resources, including own recordings & internet clips	TO CODE: Coding (PM unit 4.1, 6 lessons) - Design, write and debug more intuitive programs that accomplish specific goals - solve problems by decomposing them into smaller parts. - Use timers to create repetitive effects. - Understand ‘IF statements’ to achieve designed effects - Understand, manipulate and use variables to store information - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	TECHNOLOGY IN THE WORLD: Online Safety (PM unit 4.2, 4 lessons) (Going Phishing, Beware Malware, Plagiarism, Healthy Screen-time) - explore key concepts for online safety and understand its importance - recognise and identify a phishing scam email - reflect upon positive and negative aspects of a digital footprint - give reasons for limiting screen time including the effect on physical and mental health. - relate plagiarism to stealing - know methods of reporting cyberbullying or inappropriate content.	TECHNOLOGY IN THE WORLD: Effective Searching (PM unit 4.7, 3 lessons) - locate information on the search results page - Use search effectively to find out information. - Begin to analyse the contents of a web page for clues about the credibility of the information, including bias. Hardware Investigators (PM unit 4.8, 2 lessons) - Name parts of a computer - know the functions of these parts	TO COLLECT: Spreadsheets – an introduction to Excel (could use PM 4.3 but adapt to use Excel) - to collect data in an efficient and accurate way - Organise data by designing fields and records in a database - Use simple formula to solve calculations. - Understand that changing the numerical calculation effects the calculation - Format cells	
History	Breadth of Study: Britain’s settlement by Anglo Saxons and Scots The Viking and Anglo Saxon struggle for the Kingdom of England			Early Islamic Civilization			

	Give me 5 Anglo-Saxon Facts: 1. After the Romans left Britannia in AD 410, many towns fell into disrepair and the country became vulnerable to attack. 2. The land in England was good for farming, so the Jutes, along with the Angles and Saxons, invaded England in AD449. 3. The Anglo-Saxons invaded the east and south coasts of England and pushed the Celtic Britons west. 4. England was divided into seven kingdoms, the rulers of these kingdoms fought each other for land and power. 5. Alfred the Great was the King of Wessex, he made peace with the Vikings and split England into Viking Danelaw and Anglo-Saxon Wessex. Give me 5 Viking Facts: 1. Vikings first visited England in AD 789. 2. The Vikings sailed from Scandanavia to England. 3. The first major raid was at Lindisfarne in AD 793 4. To try to stop the raids, some Anglo-Saxon kings paid the Vikings money, called Danegeld, to leave. 5. The Vikings conquered every kingdom other than Wessex <u>To investigate and interpret the past:</u> • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. (Viking invasion) <u>To build an overview of world history:</u> • Identify continuity and change in the history of the locality of the school – relate Viking invasion of Colchester • Give a broad overview of life in Britain from ancient until medieval times. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <u>To understand chronology:</u> • Understand the concept of change over time, representing this, along with evidence, on a time line. • Place events, artefacts and historical figures on a time line using dates. <u>To build an overview of world history:</u> • Identify continuity and change in the history of the locality of the school – relate Viking invasion of Colchester • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times <u>To communicate historically:</u> • Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. Key Vocabulary: Hierarchy- A system in a society where people are organised into different levels of importance from highest to lowest. Invasion When a foreign army enters a country by force. Kingdom- An area ruled by a king. Anglo-Saxon - The period in Britain from the end of Roman rule to the Norman Conquest in 1066. Anglo-Saxons were the descendants of the Angles, Saxons and Jutes.	<u>To investigate and interpret the past:</u> • Use evidence to ask questions and find answers to questions about the past. • Suggest causes and consequences of some of the main events and changes in history. (Muhammad, Spread of Islam, Fall of Baghdad) <u>To build an overview of world history:</u> • Compare some of the times studied with those of other areas of interest around the world • Describe the social, ethnic, cultural or religious diversity of past society. <u>To understand chronology:</u> • Use dates and terms to describe events. <u>To communicate historically:</u> • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. Give me 5 facts: 1. It was a time of great learning (around 750–1258 CE) People in the Islamic world made many discoveries in science, medicine, and math during this time. It was like a giant "school" for the world! 2. The House of Wisdom was like a super library In the city of Baghdad, there was a famous place called the <i>House of Wisdom</i> where smart people from many countries came to read books and share ideas. 3. They invented cool stuff Scholars improved maps, invented early versions of the camera, and even wrote books about flying machines and robots! 4. Arabic numbers come from this time The numbers we use today (like 1, 2, 3) were used and spread by Muslim scholars during this golden age. 5. People of all religions worked together Muslims, Christians, and Jews all worked and studied together, helping each other learn and create amazing things.
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	Viking- A person from Scandinavia who raided and traded with parts of north-western Europe.		
Geography	<u>To investigate places:</u> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.	Amazing Americas: Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America. Knowledge Give me 5 facts: 1. It's Big! The United States is the third-largest country in the world, covering 50 states. 2. Home to Amazing Parks. The U.S. has over 400 national parks, like the Grand Canyon. 3. The Longest River. The Mississippi River is the 4th longest in the world. 4. Valleys Death Valley in California, is one of the hottest places on Earth. 5. Population As of December 22, 2024, the population of the United States is estimated to be approximately 346 million. <u>To investigate places:</u> • Name and locate the countries of North and South America and identify their main physical and human characteristics. • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use a range of resources to identify the key physical and human features of a location. <u>To investigate patterns:</u> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. <u>To communicate geographically:</u> • Describe key aspects of physical geography including rivers and the water cycle. Describe key aspects of human geography including settlements and land use.	Consolidate: <u>To investigate places:</u> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use a range of resources to identify the key physical and human features of a location.
Art	Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language.		
			Drawing - Humans • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture.
D&T	To design, make, evaluate and improve • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. Use software to design and represent product designs (Tinker CAD)		
	Food. Cooking and nutrition • understand and apply the principles of a healthy and varied diet. • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. • understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.	Construction - • Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques.	Textiles • Create an object (Easter decoration) that employs a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).

	• Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).		• Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles			
Music See Charanga	Unit 1 – Musical Structures Spirituality Question: How Does Music Bring Us Together?	Unit 2 – Exploring feelings when you play Spirituality Question: How Does Music Connect Us with Our Past?	Unit 3 – Compose with your friends Spirituality Question: How Does Music Improve Our World?	Unit 4 – Feelings through music Spirituality Question: How Does Music Teach Us About Our Community?	Unit 5 – Expression and Improvisation Spirituality Question: How Does Music Shape Our Way of Life?	Unit 6 – The Show must go on! Spirituality Question: How Does Music Connect Us with the Environment?
	Main Objectives over the year: • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.					
Music See Charanga	Singing: • Continue to sing a broad range of unison songs with the range of an octave (do–do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). • Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. • Perform a range of songs in school assemblies.	Listening: Teachers should develop pupils’ shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.	Improvise: • Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). • Begin to make compositional decisions about the overall structure of improvisations.	Compose: • Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions. • Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. • Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. • Introduce major and minor chords. • Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work. • Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology.	Perform: • Develop facility in the basic skills of a selected musical instrument over a sustained learning period. • Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups. • Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts. • Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).	Read Notation: • Understand the differences between minims, crotchets, paired quavers and rests. • Read and perform pitch notation within a defined range (e.g. C–G/do–so). • Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.
PE	Netball • To develop passing and moving and play within the footwork rule. • To develop passing and moving towards a goal. • To develop movement skills to lose a defender.	Dance: link to Viking topic • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner.	Swimming • Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements.		Tennis • To develop hitting the ball using a forehand. • To develop returning the ball using a forehand. • To develop the backhand and understand when to use it.	Athletics: field and track • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving

	• To be able to defend an opponent and try to win the ball. • To develop the shooting action. • To develop playing using netball rules	• Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching.	• Swim at the surface and below the water.		• To work co-operatively with a partner to keep a continuous rally going. • To use simple tactics in a game to outwit an opponent. • To demonstrate honesty and fair play when competing against others.	energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances
	Gymnastics • To develop hitting the ball using a forehand. • To develop returning the ball using a forehand. • To develop the backhand and understand when to use it. • To work co-operatively with a partner to keep a continuous rally going. • To use simple tactics in a game to outwit an opponent. • To demonstrate honesty and fair play when competing against others.	Football • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member.	Gymnastics • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). • Swing and hang from equipment safely (using hands).	Handball • To begin to throw and catch while on the move. • To learn how to move towards goal or away from a defender. • To develop accuracy when shooting. • To be able to apply individual and team defending skills • To use a change of direction and speed to lose a defender and move into space. • To maintain possession when in attack.	Golf • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member.	Cricket • To develop overarm and underarm throwing and apply these to a striking and fielding game. • To develop bowling technique and learn the rules of the skill within this game. • To develop batting technique and understand where to hit the ball. • To develop fielding techniques and apply them to game situations. • To play different roles in a game and begin to think tactically about each role. • To apply skills and knowledge to compete in a tournament.
PSHE These learning outcomes are from the CORAM LIFE SCARF RESORUCE S ALONGSIDE THESE LESSONS	Me and My Relationships • Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; • Explain how different words can express the intensity of feelings. • Explain what we mean by a 'positive, healthy relationship';	Valuing Difference • Define the terms 'negotiation' and 'compromise'; • Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.	Keeping Myself Safe • Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; • Identify situations which are either dangerous, risky or hazardous; • Suggest simple strategies for managing risk.	Rights and Responsibilities • Explain how different people in the school and local community help them stay healthy and safe; • Define what is meant by 'being responsible'; • Describe the various responsibilities of those	Being My Best • Identify ways in which everyone is unique; • Appreciate their own uniqueness; • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. • Give examples of choices they make for themselves and choices others make for them;	Growing and Changing • Describe some of the changes that happen to people during their lives; • Explain how the Learning Line can be used as a tool to help them manage change more easily; • Suggest people who may be able to help them deal with change.

ZONES OF REGULATION LESSONS WEAVE THROUGHOUT	- Describe some of the qualities that they admire in others. - Recognise that there are times when they might need to say 'no' to a friend; - Describe appropriate assertive strategies for saying 'no' to a friend. - Demonstrate strategies for working on a collaborative task; - Define successful qualities of teamwork and collaboration. - Identify a wide range of feelings; - Recognise that different people can have different feelings in the same situation; - Explain how feelings can be linked to physical state. - Demonstrate a range of feelings through their facial expressions and body language; - Recognise that their feelings might change towards someone or something once they have further information. - Give examples of strategies, to respond to being bullied, including what people can do and say; - Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.	- Understand that they have the right to protect their personal body space; - Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; - Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. - Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); - Give examples of features of these different types of relationships, including how they influence what is shared. - List some of the ways that people are different to each other (including differences of race, gender, religion); - Recognise potential consequences of aggressive behaviour; - Suggest strategies for dealing with someone who is behaving aggressively. - List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); - Define the word <i>respect</i> and demonstrate ways of showing respect to others' differences. - Understand and identify stereotypes, including those promoted in the media.	- Identify images that are safe/unsafe to share online; - Know and explain strategies for safe online sharing; - Understand and explain the implications of sharing images online without consent. - Define what is meant by the word 'dare'; - Identify from given scenarios which are dares and which are not; - Suggest strategies for managing dares. - Understand that medicines are drugs; - Explain safety issues for medicine use; - Suggest alternatives to taking a medicine when unwell; - Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). - Understand some of the key risks and effects of smoking and drinking alcohol; - Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory). - Describe stages of identifying and managing risk; - Suggest people they can ask for help in managing risk. - Understand that we can be influenced both positively and negatively; - Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.	who help them stay healthy and safe; - Suggest ways they can help the people who keep them healthy and safe. - Understand that humans have rights and also responsibilities; - Identify some rights and also responsibilities that come with these. - Understand the reason we have rules; - Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council); - Recognise that everyone can make a difference within a democratic process. - Define the word <i>influence</i>; - Recognise that reports in the media can influence the way they think about an topic; - Form their own opinions based on factual information. - Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; - Recognise that they can play a role in influencing outcomes of situations by their actions. - Understand some of the ways that various national and international environmental organisations work to help take care of the environment; - Understand and explain the value of this work. - Define the terms 'income' and 'expenditure'; - List some of the items and services of expenditure in the school and in the home; - Prioritise items of expenditure in the home from most essential to least essential. - Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; - Understand how a payslip is laid out	- Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. - Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; - Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate). - Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); - Suggest ways the Seven Rs recycling methods can be applied to different scenarios. - Define what is meant by the word 'community'; - Suggest ways in which different people support the school community; - Identify qualities and attributes of people who support the school community.	- Name some positive and negative feelings; - Suggest reasons why young people sometimes fall out with their parents; - Take part in a role play practising how to compromise. - Identify parts of the body that males and females have in common and those that are different; - Know the correct terminology for their genitalia; - Understand and explain why puberty happens. - Recognise that babies come from the joining of an egg and sperm; - Explain what happens when an egg doesn't meet a sperm; - Understand that periods are a normal part of puberty for girls; - Identify some of the ways they can cope better with periods. - Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; - Recognise how different surprises and secrets might make them feel; - Know who they could ask for help if a secret made them feel uncomfortable or unsafe. - Recognise that marriage includes same sex and opposite sex partners; - Know the legal age for marriage in England or Scotland; - Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.
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				showing both pay and deductions; • Prioritise public services from most essential to least essential.		
French Scheme: Language Angels	Phonics Presenting Myself: • To use basic greetings in French, ask somebody how they are feeling and reply when asked. • To ask somebody their name in French and reply when asked. • To recall numbers 1-20 in French. • To ask somebody how old they are in French and reply when asked. • To ask somebody where they live in French and reply when asked. • To express my nationality in French and understand basic gender agreement rules.			My Family: • To remember the nouns for different family members in French from memory with their articles/determiners. • To describe our own or a fictitious family in French by name, age and relationship. • To learn numbers up to 70 and the multiples of ten (10-100) in French. • To understand possessive adjectives better in French ('my' form only).		In the Classroom: • To recall from memory a selection of nouns and indefinite articles for common classroom objects. • To learn how to use the negative in French. • To describe what we have and do not have in our pencil case. • To respond to simple classroom commands.

Maths Year Four

WHITEROSE UNIT OVERVIEW:

	Autumn 1	Autumn 2	Assess and review
AD	Place Value	Multiplication and division A	WR mental arithmetic paper 1 lesson
KH	Addition and subtraction	Area and Length/perimeter	WR Reasoning paper 1 lesson

	Spring 1	Spring 2	Assess and review
AD	Multiplication and division B	Time (from summer term v3)	WR Reasoning paper 1 lesson
KH	Fractions	Decimals A	WR mental arithmetic paper 1 lesson

	Summer 1	Summer 2	Assess and review
AD	Statistics	Shape and position/direction	WR mental arithmetic paper 1

Cross curricular application 1:1	Cross curricular application 1:2 Symmetry – Anglo Saxon shields 	Cross curricular application 2:1	Cross curricular application 2:2 Solving problems/Time – Looking at time zones 	Cross curricular application 3:1 Symmetry/Geometric shapes & patterns – creating Islamic patterns 	Cross curricular application 3:2
NATIONAL CURRICULUM OBJECTIVES FOR YEAR THREE MATHEMATICS:					
Number, Place Value and Rounding: Pupils should be taught to - count in multiples of 6, 7, 9, 25 and 1000 * - find 1000 more or less than a given number* - count backwards through zero to include negative numbers - recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)* - order and compare numbers beyond 1000* - identify, represent and estimate numbers using different representations - round any number to the nearest 10, 100 or 1000* - solve number and practical problems that involve all of the above and with increasingly large positive numbers read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.			Addition & Subtraction: Pupils should be taught to: - add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate - estimate and use inverse operations to check answers to a calculation - solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.		
Multiplication & Division: Pupils should be taught to: recall multiplication and division facts for multiplication tables up to 12 × 12			Fractions: Pupils should be taught to: recognise and show, using diagrams, families of common equivalent fractions		

▪ use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers ▪ recognise and use factor pairs and commutativity in mental calculations ▪ multiply two-digit and three-digit numbers by a one-digit number using formal written layout solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.	▪ count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. ▪ solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number ▪ add and subtract fractions with the same denominator ▪ recognise and write decimal equivalents of any number of tenths or hundredths ▪ recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ ▪ find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths ▪ round decimals with one decimal place to the nearest whole number ▪ compare numbers with the same number of decimal places up to two decimal places solve simple measure and money problems involving fractions and decimals to two decimal places.
Properties of Shape: Pupils should be taught to: ▪ compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes ▪ identify acute and obtuse angles and compare and order angles up to two right angles by size ▪ identify lines of symmetry in 2-D shapes presented in different orientations ▪ complete a simple symmetric figure with respect to a specific line of symmetry.	Position Direction & Movement: Pupils should be taught to: ▪ describe positions on a 2-D grid as coordinates in the first quadrant ▪ describe movements between positions as translations of a given unit to the left/right and up/down plot specified points and draw sides to complete a given polygon.
Measures: Pupils should be taught to: ▪ Convert between different units of measure [for example, kilometre to metre; hour to minute] ▪ measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres ▪ find the area of rectilinear shapes by counting squares ▪ estimate, compare and calculate different measures, including money in pounds and pence ▪ read, write and convert time 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.	Statistics: Pupils should be taught to: ▪ 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 bar charts, pictograms, tables and other graphs.