

Year 4	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Focus	<p>Roman Britain</p>  <p>In AD43, the full might of the Roman army landed on the beaches in Kent. It battled inland, storming through hillforts and chopping down anyone who stood in their way. However, they weren't just a destructive force - they built new forts, new settlements and roads. They spread their culture, language and laws. Over time, the people of Britain and the Romans mixed. The Britons began to live the Roman lifestyle and the Romans took on local customs.</p>	<p>Rivers</p>  <p>Rivers provide us with food, energy, recreation, transportation routes, and of course water for irrigation and for drinking. River landscapes change as you go downstream from the source to the mouth. In the upper course of a river, steep gradients lead to rapid-flowing rivers. In the middle course, the river meanders through gentle gradients. In the lower course, the river braids over flat land.</p>	<p>Anglo-Saxons and Scots</p>  <p>The Anglo-Saxons came to England after the Romans left in the year 410. Nobody was really ruling all of England at the time – there were a lot of little kingdoms ruled by Anglo-Saxons that eventually came together as one country. The country was divided up into a lot of smaller kingdoms and sub-kingdoms that often fought with each other and against any invaders who tried to take over.</p> <p>By the 800s, there were four main kingdoms in England: Northumbria, Mercia, East Anglia and Wessex.</p>	<p>Migration</p>  <p>Migration is the movement of people from one place to another place. Some migrations are forced, meaning the people moving (migrants) have no choice but to migrate. Some are voluntary, meaning the migrants have chosen to move from one place to another. Emigrant is the term used to describe a migrant who is leaving their source country, whilst immigrant refers to a migrant arriving in a host country.</p>	<p>Vikings</p>  <p>The Vikings came from all around Scandinavia (where Norway, Sweden and Denmark are today). They sent armies to Britain about the year 700 AD to take over some of the land, and they lived here until around 1050.</p> <p>Even though the Vikings didn't stay in Britain, they left a strong mark on society – we've even kept some of the same names of towns. They had a large settlement around York and the midlands, and you can see some of the artefacts from that today.</p>	<p>Natural Resources</p>  <p>Northern Chile has been thriving on the mining industry since the middle of the 19th century. It started with saltpetre which came to an abrupt end at the beginning of the 20th century when the synthetic production of nitrates was invented. The remains of the old production sites are still impressive and provide an insight into the hard life of the workers. Nowadays copper has taken over the role of Chile's main export good and is mined in giant open pits.</p>



<p>English Writing</p>	<p>Fiction: Stories with Humour <i>Meerkat Mail by Emily Gravett</i></p> <p>Non-Fiction: Biographies <i>Fantastically Great Women Who Changed The World</i> by Kate Pankhurst</p>	<p>Fiction: Stories in Familiar Settings</p> <p>Poetry <i>A River by Marc Martin</i></p> <p>Non-Fiction: Non-Chronological Report <i>Rainforest Rough Guide by Paul Mason</i></p>	<p>Fiction: Fairy Stories <i>Ratpunzel (Animal Fairy Tales) by Charlotte Guillain</i></p>	<p>Non-Fiction: Chronological Reports <i>A Walk in London by Salvatore Rubbino</i></p>	<p>Fiction: Myths and Legends <i>Arthur and the Golden Rope by Joe Todd Stanton</i></p> <p>Non-Fiction: Explanations <i>Book of Bones 10 Record-breaking Animals by Gabrielle Balkan</i> and Sam Brewster</p>	<p>Fiction: Stories from Other Cultures <i>Gregory Cool by Caroline Binch</i></p> <p>Non-Fiction: Persuasive Writing <i>Charity letter (persuasion text)</i></p>
<p>Guided Reading</p>	<p>Fiction: <i>Who Let the Gods Out by Maz Evans</i></p>	<p>Fiction: <i>The Legend of Spud Murphy by Eoin Colfer</i></p>	<p>Fiction: <i>Planet Omar: Accidental Trouble Magnet by Zanib Mian</i></p> <p>Fiction:</p> <p>Picture Book <i>My Name is Not Refugee by Kate Milner</i></p>		<p>Fiction: <i>How to Train Your Dragon by Cressida Cowell</i></p>	<p>Fiction: <i>The Firework-Maker's Daughter by Philip Pullman</i></p>
<p>Maths</p>	<p>Power Maths Textbook A</p> <p>Place Value – 4 digit numbers (1)</p> <p>Place Value – 4 digit numbers (2)</p>	<p>Power Maths Textbook A</p> <p>Addition and Subtraction</p> <p>Measure – Perimeter</p>	<p>Power Maths Textbook B</p> <p>Multiplication and Division (2)</p> <p>Measure – Area</p> <p>Fractions (1)</p>	<p>Power Maths Textbook B</p> <p>Fractions (2)</p> <p>Decimals (1)</p>	<p>Power Maths Textbook C</p> <p>Decimals (2)</p> <p>Money</p> <p>Time</p>	<p>Power Maths Textbook C</p> <p>Statistics</p> <p>Geometry – Angles and 2D shapes</p>



	Addition and Subtraction	Multiplication and Division (1)				Geometry – Position and Direction
Science	<p>Rising Star - Switched On 'What's that sound?'</p> <p>I can use results to form conclusions.</p> <p>I can use evidence to answer questions.</p>	<p>Rising Star - Switched On ' Living Things'</p> <p>I can ask questions that can be used to construct a key.</p> <p>I can make careful observations.</p> <p>I can ask relevant questions in order to sort and classify.</p>	<p>Rising Star - Switched On 'Looking at States'</p> <p>I can record what has been learnt in a variety of ways.</p> <p>I can use research skills to find out about temperature.</p> <p>I can make careful observations and record these.</p>	<p>Rising Star - Switched On 'Teeth and Eating'</p> <p>I can make observations and form conclusions.</p> <p>I can make observations and record findings using scientific language and labelled diagrams.</p>	<p>Rising Star - Switched On 'Power It Up'</p> <p>I can classify and record data.</p> <p>I can use results to draw simple conclusions.</p> <p>I can apply prior learning to a problem or question.</p>	<p>Rising Star - Switched On 'Brilliant Bubbles'</p> <p>I can set up simple practical enquiries and fair tests.</p> <p>I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further.</p> <p>I can identify differences, similarities or changes related to simple scientific ideas and processes.</p>
History	<p>Roman Britain</p> <p>Place some historical periods in a chronological framework.</p>		<p>Anglo-Saxons and Scots</p> <p>Place some historical periods in a chronological framework.</p>		<p>Vikings</p> <p>Place some historical periods in a chronological framework.</p>	

	<p>(Chronological understanding)</p> <p>Use historic terms related to the period of study. (Chronological understanding)</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past.</p> <p>(Historical enquiry)</p> <p>Use a variety of resources to find out about aspects of life in the past. (Historical enquiry)</p> <p>Communicate his/her learning in an organised and structured way, using appropriate terminology. (Organisation and communication)</p> <p>Describe the Roman Empire and its impact on Britain. (Understanding of events, people and changes – Year 6)</p>		<p>(Chronological understanding)</p> <p>Use historic terms related to the period of study. (Chronological understanding)</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past.</p> <p>(Historical enquiry)</p> <p>Use a variety of resources to find out about aspects of life in the past. (Historical enquiry)</p> <p>Understand that sources can contradict each other. (Historical interpretations)</p> <p>Communicate his/her learning in an organised and structured way, using appropriate terminology. (Organisation and communication)</p>		<p>(Chronological understanding)</p> <p>Use historic terms related to the period of study. (Chronological understanding)</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past.</p> <p>(Historical enquiry)</p> <p>Use a variety of resources to find out about aspects of life in the past. (Historical enquiry)</p> <p>Understand that sources can contradict each other. (Historical interpretations)</p> <p>Communicate his/her learning in an organised and structured way, using appropriate terminology. (Organisation and communication)</p> <p>Describe a study of an aspect or theme in British history that</p>	
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	<p>Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond</p> <p>1066. (Understanding of events, people and changes – Year 6)</p>		<p>Describe Britain's settlement by Anglo-Saxons and Scots. (Understanding of events, people and changes – Year 6)</p> <p>Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond</p> <p>1066. (Understanding of events, people and changes – Year 6)</p>		<p>extends his/her chronological knowledge beyond</p> <p>1066. (Understanding of events, people and changes – Year 6)</p> <p>Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>(Understanding of events, people and changes – Year 6)</p>	
<p>Geography</p>		<p>Rivers</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. (Geographical skills and fieldwork)</p> <p>Explain about key natural resources e.g. water in the locality. (Human and physical geography)</p> <p>Know how rivers erode, transport and deposit materials.</p>		<p>Migration</p> <p>Demonstrate knowledge of features about places around him/her and beyond the UK.</p> <p>(Locational knowledge)</p> <p>Recognise that different people hold different views about an issue and begin to understand some of the reasons why.</p> <p>(Geographical skills and fieldwork)</p> <p>Recognise that people have differing quality of life living in different</p>		<p>Natural Resources</p> <p>Understand why there are similarities and differences between places.</p> <p>(Place knowledge)</p> <p>Know about the wider context of places region, country.</p> <p>(Place knowledge)</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United</p>



		<p>(Human and physical geography)</p> <p>Know how rivers erode, transport and deposit materials. (Human and physical geography)</p> <p>Know about the physical features of coasts and begin to understand erosion and deposition. (Human and physical geography)</p> <p>Identify the physical characteristics and key topographical features of the countries within North America. (Locational knowledge)</p>		<p>locations and environments.</p> <p>(Locational knowledge)</p> <p>Know how the locality is set within a wider geographical context. (Locational knowledge)</p> <p>Describe how people have been affected by changes in the environment. (Human and physical geography)</p> <p>Know about the wider context of places region, country. (Place knowledge)</p> <p>Understand why there are similarities and differences between places. (Place knowledge)</p> <p>Identify the physical characteristics and key topographical features of the countries within North America. (Locational knowledge)</p>		<p>Kingdom, and of a small area in a contrasting non-European country. (Place knowledge)</p> <p>Recognise the different shapes of continents. (Locational knowledge)</p> <p>Demonstrate knowledge of features about places around him/her and beyond the UK. (Locational knowledge)</p>
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<p>Computing</p>	<p>Computing systems and networks – The Internet</p> <p>During this unit learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and be given opportunities to explore the World Wide Web for themselves to learn about who owns content and what they can access, add, and create. Finally they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.</p>		<p>Computing systems and networks – The Internet</p> <p>In this unit, learners will initially examine devices capable of recording digital audio, which will include identifying the input device (microphone) and output devices (speaker or headphones) if available. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers.</p>		<p>Creating Media – Photo Editing</p> <p>In this unit, learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.</p>	

<p style="text-align: center;">Design Technology</p>		<p style="text-align: center;">Make a Two-Point Lever Christmas Card</p> <p>Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience. (Processes)</p> <p>Create designs using exploded diagrams. (Processes)</p> <p>Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them. (Processes)</p> <p>Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user. (Processes)</p> <p>Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. Cutting internal shapes, slots in</p>		<p style="text-align: center;">Create Housing for a Working Torch</p> <p>Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience. (Processes)</p> <p>Create designs using simple electrical diagrams. (Processes)</p> <p>Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them. (Processes)</p> <p>Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user. (Processes)</p> <p>Understand and use electrical systems in products. (Processes)</p> <p>Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. Cutting internal shapes,</p>		<p style="text-align: center;">Using Natural Ingredients to Create a Healthy Trail Mix</p> <p>Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active. (Cooking and Nutrition)</p> <p>Understand seasonality and the advantages of eating seasonal and locally produced food. (Cooking and Nutrition)</p> <p>Read and follow recipes which involve several processes, skills and techniques. (Cooking and Nutrition)</p>

		<p>frameworks. (Processes)</p> <p>Apply techniques he/she has learnt to strengthen structures and explore his/her own ideas. (Processes)</p> <p>Evaluate and assess existing products and those that he/she has made using a design criteria. (Processes)</p>		<p>slots in frameworks. (Processes)</p> <p>Evaluate and assess existing products and those that he/she has made using a design criteria. (Processes)</p>		
<p>Art</p>	<p>From 2D into 3D, Roman Bust Faces Through Sketching and Clay</p> <p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. (Learning)</p> <p>Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. (Learning)</p> <p>Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied. (Learning)</p>		<p>Creating and Designing Our Anglo-Saxon Cloak</p> <p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. (Learning)</p> <p>Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. (Learning)</p> <p>Print on fabrics using tie-dyes or batik. (Techniques)</p> <p>Use a variety of techniques e.g. marbling, silkscreen</p>		<p>Creating Viking Sentinels to Guard Us Using Pastels and Paint</p> <p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. (Learning)</p> <p>Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. (Learning)</p> <p>Use taught technical skills to adapt and improve his/her work. (Learning)</p> <p>Create different effects by using a variety of</p>	



	<p>Draws familiar objects with correct proportions. (Techniques)</p> <p>Plan a sculpture through drawing and other preparatory work. (Techniques)</p>		<p>and cold water paste. (Techniques)</p>		<p>tools and techniques such as bleeds, washes, scratches and splashes. (Techniques)</p> <p>Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques. (Techniques)</p>	
<p>Music</p>		<p>To Create a World Music Book on a Country.</p> <p>To Create the Backing Track for Facebook Videos with a Focus on Pulse and Rhythm.</p> <p>Develop an understanding of formal, written notation which includes minims and quavers.</p> <p>Sing as part of an ensemble with confidence and precision</p> <p>Play and perform in solo or ensemble contexts with increasing confidence</p>		<p>To explore the style of 'The Rite of Spring' and have an idea of Treble clef notation and percussion instruments.</p> <p>Develop an understanding of formal, written notation which includes minims and quavers.</p> <p>Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate.</p> <p>Use musical language to appraise a piece or style of music.</p> <p>Confidently recognise and explore a range of musical styles and</p>		<p>To create a piece of music on Xylophone that can also be notated.</p> <p>Develop an understanding of formal, written notation which includes minims and quavers.</p> <p>Sing as part of an ensemble with confidence and precision.</p> <p>Use musical language to appraise a piece or style of music</p> <p>Confidently recognise a range of musical instruments and the different sounds they make</p>



		<p>Use musical language to appraise a piece or style of music.</p> <p>Confidently recognise a range of musical instruments and the different sounds they make.</p>		<p>traditions and know their basic style indicators.</p> <p>Listen to and recall sounds with increasing aural memory.</p>		<p>Listen to and recall sounds with increasing aural memory.</p>
<p>PSHE and SMSC</p>	<p>Me and My Relationships To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. That their actions affect themselves and others. To work collaboratively towards shared goals. To recognise and respond appropriately to a wider range of feelings in others. To recognise that they may experience conflicting emotions and when they might</p>	<p>Valuing Difference To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves. To judge what kind of physical contact is acceptable or unacceptable and how to respond. To recognise different types of relationships, including those between acquaintances, friends, relatives and families. That differences and similarities between people arise from a</p>	<p>Keeping Myself Safe To differentiate between the terms, 'risk', 'danger' and 'hazard'. Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. Strategies for keeping physically and emotionally safe including road safety (including cycle safety - the Bikeability programme) and safety in the environment (including rail, water and fire safety).</p>	<p>Rights and Responsibilities About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe. To understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child That these universal rights are there to protect everyone and have primacy both over national law and family</p>	<p>Being My Best To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. What positively and negatively affects their physical, mental and emotional health. How to make informed choices (including</p>	<p>Growing and Changing About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement. How their body will, and emotions may, change as they approach and move through puberty. How their body will, and emotions may, change as they approach and move through puberty. About human reproduction. The concept of 'keeping something confidential or secret', when they should or should not agree to this</p>



	<p>need to listen to, or overcome these. What positively and negatively affects their physical, mental and emotional health. To recognise their increasing independence brings increased responsibility to keep themselves and others safe.</p>	<p>number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010). To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. To explore and critique how the media present information. To recognise and challenge stereotypes.</p>	<p>To recognise and manage 'dares'. Which, why and how, commonly available substances and drugs (including alcohol, nicotine in tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong. How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p>	<p>and community practices. Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. To research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people. To explore and critique how the media present information. To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk. That they have different kinds of responsibilities, rights and duties at</p>	<p>recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet. That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. What being part of a community means and about the varied institutions that support communities locally and nationally.</p>	<p>and when it is right to 'break a confidence' or 'share a secret'. That marriage is a commitment freely entered into by both people; that no one should marry if they don't absolutely want to do so, or are not making this decision freely for themselves.</p>
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				<p>home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p> <p>About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</p> <p>To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).</p>		
RE	<p>What do Hindus believe God is like?</p> <p>I can define what 'Aum' is.</p> <p>I can retell the story of Svetaketu.</p> <p>I can recognise that deities are ways of understanding God.</p> <p>I can recognise some Hindu deities.</p> <p>I can define the Hindu belief of reincarnation.</p> <p>I can learn what Puja is.</p>	<p>What does it mean to be Hindu in Britain today?</p> <p>I can learn how Hindus show their faith.</p> <p>I can learn about Hindu worship in the community.</p> <p>I can learn how Hindus show their faith at home.</p> <p>I can understand the story of Diwali.</p>	<p>How do festivals and worship show what matters to Muslims?</p> <p>I can recap my prior learning about Islam.</p> <p>I can learn what the opening chapter of the Qur'an teaches Muslims about God.</p> <p>I can explore how Muslims pray.</p>	<p>How do festivals and family life show what matters to Jewish people?</p> <p>I can explain how Jewish families celebrate every week.</p> <p>I can explain how Jewish families celebrate every week.</p> <p>I can explain why people celebrate Rosh Hashanah and Yom Kippur.</p>	<p>How and why do people mark the significant events of life?</p> <p>I can appreciate that life is a journey.</p> <p>I can learn about Bar and Bat Mitzvahs.</p> <p>I can explain Bar and Bat Mitzvahs.</p> <p>I can learn how Hindus mark the journey of life.</p>	<p>How and why do people try to make the world a better place?</p> <p>I can explore views on what is wrong with the world.</p> <p>I can explore the 'Golden Rule'.</p> <p>I can explore Jewish teachings about repairing the world.</p>



		<p>I can understand what it means to be a Hindu.</p>	<p>I can explore the significance of prayer to Muslims.</p> <p>I can recognise why the mosque is a special place for Muslims.</p> <p>I can explain what matters to Muslims.</p>	<p>I can explore the story 'Jonah and the Big Fish'.</p> <p>I can learn the Story of Exodus.</p> <p>I can explain why Pesach is important to Jewish people.</p>	<p>I can learn about upanayana ceremonies.</p> <p>I can consider why people get married.</p>	<p>I can research an inspiring Christian person.</p> <p>I can describe examples of how Muslims practice charity.</p> <p>I can consider how to make the world a better place.</p>
<p>PE</p>	<p>Hockey Apply skills and tactics in combination with a partner or as part of a group / team. (Applying skills and using tactics)</p> <p>Comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance. (Evaluating and improving performance)</p>	<p>Football Kick a ball accurately. (Acquiring and developing skills)</p> <p>Apply skills and tactics in combination with a partner or as part of a group / team. (Applying skills and using tactics)</p> <p>Comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance. (Evaluating and improving performance)</p>	<p>Taekwondo, Healthy Lifestyle and Nutrition Explain the types and amounts of food needed for a balanced healthy diet. (Diet and hygiene)</p> <p>Identify the energy that certain foodstuffs give by looking at the packaging. (Diet and hygiene)</p> <p>Understand that there are good and bad bacteria. (Diet and hygiene)</p> <p>Explain the benefits to the body of regular exercise. (Diet and hygiene)</p> <p>Identify that the blood transports materials and it also protects. (Healthy bodies)</p>	<p>Dance and Gymnastics Complete a forward roll and land on the feet. (Acquiring and developing skills)</p> <p>Comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance. (Evaluating and improving performance)</p>	<p>OAA and Athletics Explore features on OS maps using 6 figure grid references. (Geographical skills and fieldwork)</p> <p>Draw accurate maps with more complex keys. (Geographical skills and fieldwork)</p>	<p>Rounders Apply skills and tactics in combination with a partner or as part of a group / team. (Applying skills and using tactics)</p>



			<p>Understand that muscles work in pairs to protect, support and move the body. (Healthy bodies)</p> <p>Understand the importance of mental health. (Healthy mind)</p> <p>Identify the value of sleep for our health. (Healthy mind)</p>			
Spanish	<p>Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard. Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English.</p>	<p>Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings. Read aloud using accurate pronunciation and present a short learned piece for performance.</p>	<p>Ask and answer a range of questions on different topic areas. Write words and short phrases from memory. Recognise a wider range of word classes including pronouns and articles, and use them appropriately.</p>	<p>Using familiar sentences as models, make varied adaptations to create new sentences. Follow the written version of a text he/she is listening to. Recognise questions and negative sentences.</p>	<p>Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately. Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues.</p>	<p>Use a range of adjectives to describe things in more detail, such as describing someone's appearance. Write descriptive sentences using a model but supplying some words from memory. Understand that adjectives may change form according to the noun they relate to, and select the appropriate form.</p>
Curriculum Enrichment Activity	Roman Britain	Rivers	Anglo-Saxons and Scots	Migration	Vikings	Natural Resources
	Roman Workshop	Local River Trip	Buckfast Abbey	Bellboating	Vikings Re-enactment Day	Energy Station