

Netherton Moss Primary School Curriculum - Autumn Term Year 4		
Our School Curriculum is underpinned by the following key drivers:		
Communication Community Resilience Creativity Adventure Health		
Learner Profile - Our curriculum is intended to develop learners who are:		
Inquirers Open-minded Thinkers Caring Knowledgeable Principled Balanced Communicators Reflective Risk-takers		
Knowledge, Skills and Disposition (KSD) statements What the children should know and be able to do as a result of their taught curriculum experiences		
	Autumn 1	Autumn 2
English	Link to Year 4 English Curriculum Continuum	
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Maths	Link to Year 4 Maths Curriculum Overview	
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Science	<b>Animal Including Humans (Teeth &amp; Digestion)</b> <ul style="list-style-type: none"> <li>I can describe the simple functions of the basic parts of the digestive system in humans</li> <li>I can identify the different types of teeth in humans and their simple functions</li> <li>I can construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul>	<b>Living Things &amp; Habitats</b> <ul style="list-style-type: none"> <li>I can recognise that living things can be grouped in a variety of ways</li> <li>I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>I can recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul>
	<b>Working Scientifically</b> <ul style="list-style-type: none"> <li>I can use diagrams or a model to describe the journey of food through the body explaining what happens in each part.</li> <li>I can record the teeth in their mouth (make a dental record)</li> <li>I can explain the role of the different types of teeth</li> <li>I can explain how the teeth in animal skulls show they are carnivores, herbivores or omnivores.</li> <li>Can create food chains based on research</li> </ul>	<b>Working Scientifically</b> <ul style="list-style-type: none"> <li>I can keep a careful record of living things found in different habitats throughout the year (diagrams, tally charts etc.)</li> <li>I can use classification keys to identify unknown plants and animals</li> <li>I can present their learning about changes to the environment in different ways e.g. campaign video, persuasive letter</li> </ul>
Computing	<b>We are software developers</b> <ul style="list-style-type: none"> <li>I can use an efficient procedure to simplify a program.</li> <li>I know that I need to keep testing my program while I am putting it together.</li> <li>I can recognise an error in a program and debug it.</li> <li>I recognise that an algorithm will help me to sequence more complex programs.</li> </ul>	<b>Cracking codes</b> <ul style="list-style-type: none"> <li>I recognise that using algorithms will also help solve problems in other learning such as Maths, Science and Design and Technology.</li> <li>I can use a variety of tools to create a program.</li> <li>I can use logical thinking to solve an open-ended problem by breaking it up into smaller parts.</li> </ul>
	<b>Drawing &amp; Painting</b> <ul style="list-style-type: none"> <li>I can make marks and lines with a wide range of <b>drawing</b> implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</li> <li>I can mix colours and know which primary colours make secondary colours.</li> <li>I can use more specific colour language.</li> <li>I can mix and use tints and shades.</li> </ul>	<b>Artwork for the Christmas Performance</b> <ul style="list-style-type: none"> <li>I can experiment with ways in which surface detail can be added to <b>drawings</b>.</li> <li>I can begin to show an awareness of objects having a third dimension.</li> <li>I can experiment with different effects and textures including blocking in colour, washes, thickened <b>paint</b> creating textural effects.</li> <li>I can work on a range of scales e.g. thin brush on small picture etc.</li> </ul>
Art		

DT	<b>Healthy Eating (Linked to Science)</b>	
	<ul style="list-style-type: none"> <li>I can develop sensory vocabulary/knowledge using, smell, taste, texture and feel.</li> <li>I can analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury).</li> <li>I can follow instructions/recipes.</li> <li>I can make healthy eating choices – use the <i>Eatwell plate</i>.</li> <li>I can join and combine a range of ingredients.</li> </ul>	
Music	<b>Learning to play the recorder</b>	
	<ul style="list-style-type: none"> <li>I can remember how to handle a recorder and the fingering for notes GAB</li> <li>I can rhythmically perform a simple part, including rests</li> <li>I can memorise songs and perform with accuracy (pitch)</li> </ul>	
History	<b>Understanding timelines</b>	
	<ul style="list-style-type: none"> <li>I can use specialist dates and terms, by placing topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>).</li> </ul>	
Geography	<b>World Geography – Continents, oceans, UK Main cities</b>	<b>Locational Knowledge: Hemispheres; Longitude/ Latitude</b>
	<ul style="list-style-type: none"> <li>I can name and locate counties and cities of the United Kingdom.</li> <li>I can describe a region of the United Kingdom.</li> <li>I can recognise patterns on maps and begin to explain what they show.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li> <li>Physical geography, I can include: climate zones, biomes and vegetation belts</li> </ul>
PE 1	<b>Swimming</b>	<b>Swimming</b>
	<ul style="list-style-type: none"> <li>I know how to behave safely around and in the swimming pool</li> <li>I can develop my stamina by increasing the distances I swim.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to take breaks whilst swimming over a distance (role on to back for breather)</li> <li>I can swim in a recognised stroke for up to 25 meters</li> </ul>
PE 2	<b>Hockey</b>	<b>Dance/Movement</b>
	<ul style="list-style-type: none"> <li>I can change speed and direction easily i.e. dodging and swerving.</li> <li>I can travel with an object i.e. running or dribbling a ball with/without equipment.</li> </ul>	<ul style="list-style-type: none"> <li>I can create movement using a stimulus.</li> <li>I can explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group.</li> <li>I can create and link dance phrases using a simple dance structure or motif.</li> </ul>
RE	<b>Hinduism – Gods</b>	<b>Christianity</b>
	<ul style="list-style-type: none"> <li>I can suggest meanings for a range of forms of religious expression.</li> <li>I can describe what inspires and influences myself and others.</li> </ul>	<ul style="list-style-type: none"> <li>I can raise and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments.</li> </ul>
PSHE	<b>School expectations and safety</b>	<b>Developing Resilience</b>
	<ul style="list-style-type: none"> <li>I am aware of my immediate and wider environment and help look after it.</li> <li>I understand that the ways that rules keep us safe.</li> <li>I can respect the rules of groups to which I belong and contribute to making rules.</li> <li>I understand how to stay safe online.</li> <li>I can explain why it is important not to trust everything online</li> </ul>	<ul style="list-style-type: none"> <li>To understand what resilience is.</li> <li>To identify words that can encourage us to complete a challenge.</li> <li>To be able to ‘bounce back’</li> <li>To appreciate that being kind to yourself can help build resilience</li> <li>To understand that we can help our friends become more resilient.</li> <li>To understand how resilience can help us</li> <li>To identify ways to improve our mental health</li> </ul>
Spanish	<b>Greetings/Class Room</b>	<b>Numbers/Months</b>
	<ul style="list-style-type: none"> <li>Listen attentively and understand instructions.</li> <li>Recognise and respond to sound patterns and words.</li> <li>Listen and respond to simple rhymes, stories and songs.</li> <li>Perform simple communicative tasks using single words, phrases and short sentences.</li> <li>Listen attentively and show understanding by joining in and responding.</li> </ul>	

# Netherton Moss Primary School Curriculum – Spring Term Year 4

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*Communication Community Resilience Creativity Adventure Health*

Learner Profile - Our curriculum is intended to develop learners who are:

*Inquirers Open-minded Thinkers Caring Knowledgeable  
Principled Balanced Communicators Reflective Risk-takers*

**Knowledge, Skills and Disposition (KSD) statements**

What the children should know and be able to do as a result of their taught curriculum experiences

	Spring 1	Spring 2
English	Link to Year 4 English Curriculum Continuum	
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Science	<b>Materials and their properties</b> <ul style="list-style-type: none"> <li>I can compare and group materials together, according to whether they are solids, liquids or gases</li> <li>I can observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul>	
	<b>Working Scientifically</b> <ul style="list-style-type: none"> <li>I can give reasons to justify why something is a solid liquid or gas</li> <li>I can give examples of things that melt/freeze and how their melting points vary</li> <li>From my observations, I can give the melting points of some materials</li> <li>Using my data, I can explain what affects how quickly a solid will melt</li> <li>I can measure temperatures using a thermometer</li> <li>I can explain why there is condensation on the inside the hot water cup but on the outside of the icy water cup</li> <li>From my data, I can explain how to speed up or slow down evaporation</li> <li>I can present their learning about the water cycle in a range of ways e.g. diagrams, explanation text, story of a water droplet</li> </ul>	
Computing	<b>Coding (PurpleMash)</b> <ul style="list-style-type: none"> <li>I can write programs that accomplish specific goals and read what a sequence in a program does.</li> <li>I can use logical reasoning to predict in/outputs and can debug programs that accomplish specific goals through self and peer assessment.</li> <li>Use sequence, repetition and selection in programs.</li> <li>Plan, test and evaluate programs that solve specific problems using a screen turtle or other programmable devices</li> </ul>	<b>Real World Problem Solving (3D SketchUp)</b> <ul style="list-style-type: none"> <li>I can design and create content</li> <li>Explore the use of graphics and paint packages to design and plan an idea</li> <li>I can Select and import graphics from graphics packages and prepare for use, e.g. cropping, resizing and editing.</li> <li>Use and combine internet services such as those that provide images, sounds, 3D representations and graphic software.</li> </ul>
	<b>Digital Media</b> <ul style="list-style-type: none"> <li>Use a graphics package to create images and effects with; <b>lines</b> by controlling the brush tool with increased precision.</li> <li>Create <b>shapes</b> by making selections to cut, duplicate and repeat.</li> <li>Experiment with <b>colours and textures</b> by using effects and simple filters to manipulate and create images for a purpose.</li> <li>Change the type of brush to an appropriate style.</li> </ul>	
Art	<b>Roman Chariot Making</b> <ul style="list-style-type: none"> <li>I can develop vocabulary related to the project.</li> <li>I can create shell or frame structures.</li> <li>I can strengthen frames with diagonal struts.</li> <li>I can make structures more stable by giving them a wide base.</li> <li>I can measure and mark square section, strip and dowel accurately to 1cm.</li> </ul>	

Music	<b>Royal Liverpool Philharmonic Orchestra Scheme</b>	<b>Whole class recorder - Blown Away</b>
	<ul style="list-style-type: none"> <li>I can identify, using musical vocabulary, the different purposes of music</li> <li>I listen to a variety of classical pieces from different musicians and periods.</li> <li>I can explain how silence can affect a musical piece or idea</li> <li>I can begin to recognise the differences of eras in music</li> <li>I can listen to a live performance</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to use notes other than GAB when playing recorder – e.g. E, D and increasingly use rests, the stave, treble clefs, grid notation to read and in composition</li> <li>I can compose a piece of music selecting and using a variety of sounds</li> <li>I can Improvise using repeated patterns</li> </ul>
History	<b>The Roman Empire and its impact on Britain</b>	
	<ul style="list-style-type: none"> <li>I have knowledge of Julius Caesar’s attempted invasion in 55-54 BC and the reasons it failed</li> <li>I understand the power and size of the Roman Empire by AD 42 and the power of its army.</li> <li>I have knowledge of the successful invasion by Claudius and conquest of Britain, including the construction of Hadrian’s Wall</li> <li>I can give examples of British resistance to the Roman Invasion, e.g. Boudica</li> <li>I can explain and give examples of the “Romanisation” of Britain: culture and beliefs.</li> <li>I will visit Chester (Dewa) and will be able to identify the legacy of its Roman past. I can use specialist terms like <i>settlement</i>, <i>invasion</i> and vocabulary linked to chronology.</li> <li>I have an understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind.</li> <li>I can understand <i>some</i> of the ways in which people's lives have shaped this nation</li> <li>I can describe how Britain has influenced and been influenced by the wider world</li> </ul>	
Geography	<b>Europe/UK physical features – Linked to the Roman Empire</b>	<b>Water</b>
	<ul style="list-style-type: none"> <li>I can use a wider range of maps (including digital), atlases and globes to locate countries and features studied.</li> <li>I can investigate features including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> <li>I can talk about a region in a European country (Italy)</li> </ul>	<ul style="list-style-type: none"> <li>I can explain the three states of matter</li> <li>I can explain the key aspects of the water cycle.</li> <li>I can explain how clouds and rain are formed.</li> <li>I can explain how and why drinking water is cleaned.</li> <li>I can explain the causes and effects of flooding.</li> <li>I understand the causes and effects of water pollution</li> </ul>
PE 1	<b>Gymnastics</b>	<b>Gymnastics</b>
	<ul style="list-style-type: none"> <li>I can focus on developing quality of travelling actions both on feet and hands and feet.</li> <li>I can explore a range of symmetrical and asymmetrical actions. Shape</li> </ul>	<ul style="list-style-type: none"> <li>I can focus on developing balances on 1,2,3 or 4 points and large body parts.</li> <li>I can focus on developing quality in all the different rolling actions from KS1.</li> </ul>
PE 2	<b>Outdoor and adventurous</b>	
	<ul style="list-style-type: none"> <li>I know some of the symbols on an orienteering map.</li> <li>I know how to set a map.</li> <li>I know how to keep the map “set or “orientated” when I move around a simple course.</li> <li>I know the eight points of a compass.</li> </ul>	
RE	<b>Judaism</b>	<b>Christianity</b>
	<ul style="list-style-type: none"> <li>I can answer the questions: Do you think that we need to have celebrations of key events? Why do you think people have celebrations in different religions?</li> <li>I can look at and discuss the significance of Rosh Hashanah. (sending Rosh Hashanah Cards)</li> <li>I can look at and discuss the significance of Yom Kippur (link to Shofur)</li> <li>I can look at and discuss the significance of Pesach.</li> <li>I can look at and discuss the Passover Meal – link to the Sedar Plate.</li> <li>I can look at and discuss the significance of Shavout.</li> </ul>	<ul style="list-style-type: none"> <li>Which celebration do you think is most important, Christmas or Easter – Why? Recap the Gospels look at the Easter Story through Matthew and Johns eyes.</li> <li>Look at the Easter story through Luke and Mark’s eyes as a comparison.</li> <li>Reflect and discuss the Gospels</li> <li>Easter symbols (crucifix, hot cross buns)</li> <li>Easter symbols (cards, eggs – symbols of new life)</li> <li>Why do you think that some Christian’s believe that Jesus’ death was more important than his birth?</li> </ul>
PSHE	<b>Living in the Wider World</b>	
	<ul style="list-style-type: none"> <li>I can manage risk in familiar situations and keeping safe.</li> <li>I know about feeling negative pressure and how to manage this.</li> <li>I know how to keep safe in the local environment.</li> <li>I can identify the people who help me to stay healthy and safe.</li> <li>I understand how actions can affect ourselves and others.</li> <li>I can recognise and manage dares.</li> </ul>	
Spanish	<b>Colours</b>	<b>The body</b>
	<ul style="list-style-type: none"> <li>Speak with increasing confidence.</li> <li>Listen for specific words and phrases.</li> <li>Listen for sounds rhyme and rhythm.</li> <li>Follow a short familiar text listening and reading at the same time.</li> <li>Respond to written language from a range of sources.</li> </ul>	

# Netherton Moss Primary School Curriculum – Summer Term Year 4

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Knowledge, Skills and Disposition (KSD) statements

What the children should know and be able to do as a result of their taught curriculum experiences

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Science	<b>Sound</b> <ul style="list-style-type: none"> <li>I can identify how sounds are made, associating some of them with something vibrating</li> <li>I am able to recognise that vibrations from sounds travel through a medium to the ear</li> <li>I can find patterns between the pitch of a sound and features of the object that produced it</li> <li>I can find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>I recognise that sounds get fainter as the distance from the sound source increases</li> </ul>	<b>Electricity</b> <ul style="list-style-type: none"> <li>I can identify common appliances that run on electricity</li> <li>I know how to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>I can 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</li> <li>I recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>I recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul>
	<b>Working Scientifically</b> <ul style="list-style-type: none"> <li>I can explain what happens when you strike a drum or pluck a string and use a diagram to show how sounds travel from an object to the ear</li> <li>I can demonstrate how to increase or decrease pitch and volume using musical instruments or other objects</li> <li>I can explain how loudness can be reduced by moving further from the sound source or by using a sound insulating medium</li> </ul>	<b>Working Scientifically</b> <ul style="list-style-type: none"> <li>I can communicate structures of circuits using drawings which show how the components are connected</li> <li>I can incorporate a switch into a circuit to turn it on and off</li> <li>I can add a circuit with a switch to a DT project and can demonstrate how it works</li> <li>I can give reasons for choice of materials for making different parts of a switch and describe how it switch works</li> </ul>
Computing	<b>Unit 5 Digital Communication &amp; the Web</b> <ul style="list-style-type: none"> <li>I can understand how to respond to other's behaviour in Chat Rooms and Forums – recognise un/acceptable behaviour</li> <li>Understand the need to keep personal information and passwords private in order to protect themselves when communicating online.</li> <li>Create an Avatar as part of their effort to remain anonymous</li> </ul>	<b>Unit 6 Produce, Edit &amp; Publish Media</b> <ul style="list-style-type: none"> <li>I can understand that a digital image can be captured from different devices and it can be stored and developed.</li> <li>Begin to understand how images from different sources (stills, video, graphics, animation) are used to enhance a presentation or communicate an idea.</li> <li>Understand that images, sounds and text can be subject to copyright and abide by copyright rules when creating a presentation.</li> </ul>
	<b>Art in nature – outdoor art and artists</b> <ul style="list-style-type: none"> <li>I can select and record from first-hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>I make use of journals to collect and record visual information from different sources.</li> <li>I am able to use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</li> <li>I can study the work of a range outdoor and environmental artists and incorporate their techniques in my own work.</li> </ul>	<b>Art linked to DT</b> <ul style="list-style-type: none"> <li>I can use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</li> <li>I am able to match the tool to the material.</li> <li>I can develop skills in stitching, cutting and joining.</li> </ul>
DT	<b>Making meals more healthy - Cookathon</b>	<b>Understand and use electrical circuits when making products</b>

	<ul style="list-style-type: none"> <li>Develop sensory vocabulary/knowledge using, smell, taste, texture and feel.</li> <li>Analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury).</li> <li>Follow instructions/recipes.</li> <li>Make healthy eating choices – use the <i>Eatwell plate</i>.</li> <li>Join and combine a range of ingredients.</li> <li>Explore seasonality of vegetables and fruit.</li> </ul>	<ul style="list-style-type: none"> <li>Develop vocabulary related to the project.</li> <li>Incorporate a circuit into a model.</li> <li>Use electrical systems such as switches bulbs and buzzers.</li> <li>Use ICT to control products.</li> <li>Use lolly sticks/card to make levers and linkages.</li> </ul>
Music	<b>Charanga: Blackbird and Composition</b>	<b>Recap and Prep for End of Year Performance</b>
	<ul style="list-style-type: none"> <li>I can improvise a simple melody using two or more notes</li> <li>I can rhythmically perform a simple part, Including rests</li> <li>I can use different types of notation for my own compositions</li> <li>I can compose a piece of music selecting &amp; using a variety of sounds</li> </ul>	<ul style="list-style-type: none"> <li>I can maintain a part in a group showing awareness of others</li> <li>I can memorise songs and perform with accuracy</li> <li>I can identify, using musical vocabulary, different aspects of music</li> <li>I can take part in a music performance</li> </ul>
History	<b>A study of an aspect beyond 1066 – The legacy of the Tudors</b>	
	<ul style="list-style-type: none"> <li>I can use artefacts and other sources to explain what life was like in Tudor England</li> <li>I can retell the story of the battle of Bosworth and explain how this led to the Tudor reign in England</li> <li>I can explain the character of King Henry VIII, his life and his 6 wives</li> <li>I know how life was different for the rich and poor in Tudor England</li> <li>I can explain why Queen Elizabeth I is so well remembered</li> <li>I can paint portraits in the style of Hans Holbein</li> <li>I can appreciate the importance of William Shakespeare Tudor art and culture</li> </ul>	
Geography	<b>Ordnance Survey maps Fieldwork</b>	<b>Four-figure grid references</b>
	<ul style="list-style-type: none"> <li>I can make and use simple route maps.</li> <li>I can observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices.</li> <li>I can make a simple scaled drawing e.g. of the classroom. I can make links between features observed in the environment to those on maps and aerial photos.</li> <li>I can use maps to navigate within the school grounds.</li> </ul>	<ul style="list-style-type: none"> <li>I can use 4 figure coordinates to locate features on maps</li> <li>I can recognise that contours show height and slope.</li> <li>I can recognise some standard OS symbols.</li> <li>I can use the eight points of a compass</li> </ul>
PE 1	<b>Gym: Fundamental skills</b>	<b>PE: Fundamental skills</b>
	<p><b>Jumping</b></p> <ul style="list-style-type: none"> <li>I can focus on developing quality of jumping actions 2 :2, 2:1, 1:2, 1:1.</li> <li>I can jump with shapes in the air.</li> <li>I can perform a ½ turn jump and land safely.</li> </ul>	<p><b>Handle apparatus</b></p> <ul style="list-style-type: none"> <li>I can use all actions learned previously on the floor and over, through, across and along apparatus.</li> <li>I can perform different combinations of actions and perform these with a change of speed, level or direction</li> <li>I can develop tension, extension and transfer of weight in my actions</li> </ul>
PE 2	<b>Games: Tennis</b>	
	<ul style="list-style-type: none"> <li>I can hold and swing the racket well and play shots on both sides of the body.</li> <li>I can play shots with increasing accuracy.</li> <li>I can keep a rally going.</li> </ul>	
RE	<b>Christianity</b>	<b>Islam</b>
	<ul style="list-style-type: none"> <li>I am able to answer the question: How do you think the world was made? God as a creator and sustainer active in the world today (recap the creation story)</li> <li>I understand God as a creator and sustainer active in the world today (discuss different views on the origins of the world)</li> <li>I have learned about the teachings of Jesus as a way to live: parable of the House on The Rock.</li> <li>I have learned about the teachings of Jesus as a way to live: parable of The Rich Fool.</li> <li>I have learned about the teachings of Jesus as a way to live parable of The Hidden Treasure (<i>assessment opportunity in any of the parables sessions - no 1</i>).</li> <li>I am able to answer the question: Do you believe that the world was created by God? (<i>assessment opportunity in this session - no 6</i>)</li> <li>I can use a developing range of religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences.</li> <li>I can apply my ideas to my own and other people's lives</li> </ul>	<ul style="list-style-type: none"> <li>I am able to answer the question: Why do some religions need to fast? What is Ramadan? And why is it important? Focus also on the revealing of the Qu'ran.</li> <li>I have had the opportunity to look at Sawm (4<sup>th</sup> pillar) and discuss fasting (<i>assessment opportunity in this session - no 4</i>).</li> <li>I know what Eid-ul-fitr is.</li> <li>Eid cards.</li> <li>I know about the Celebratory meal at the end of Eid.</li> <li>I am able to answer the question: Would there be an important reason that you would fast for? Why, why not? If so, what for? (<i>assessment opportunity in this session – no 3</i>).</li> <li>I can suggest meanings for a range of forms of religious expression.</li> <li>I can describe the impact of religion on people's lives</li> </ul>
PSHE	<b>Relationship &amp; Sex Education</b>	
	<ul style="list-style-type: none"> <li>I can describe and discuss some personal strengths and abilities and identify an area that can be improved and strengthened.</li> <li>I understand that change occurs all the time and some changes affect me and as a result I am able to do different things and take on different responsibilities.</li> <li>I am able to name the sexual and reproductive parts of the human body using correct terminology.</li> <li>I can describe the main physical changes in puberty for boys and girls and am aware that puberty occurs at different times for different people.</li> <li>I understand the importance of keeping clean and am able to identify and understand how hygiene needs change during puberty.</li> <li>I can describe how conception occurs and the main stages of development of a baby in the uterus.</li> <li>I am able to discuss some of the responsibilities of parenthood.</li> </ul>	



Spanish	Family
	<ul style="list-style-type: none"><li>• Make links between some phonemes, rhymes and spellings, and read aloud familiar words.</li><li>• Ask and answer questions on several topics.</li><li>• Imitate pronunciation and intonation so that others can understand.</li><li>• Experiment with the writing of simple words.</li><li>• Write simple words and phrases using a model.</li></ul>