Year 4 Wider Curriculum Map

For each of the wider curriculum subjects we follow the National Curriculum (NC), however where there is no national guidance, such as in Religious Education (RE), we have chosen to follow the Barnet syllabus. Alongside this, we have also developed our own progression of skills in certain subjects, such as Art, Design and Technology (D&T) and Physical Education (PE), to avoid repetition of objectives and build on prior learning. These are written in italics, underneath the National Curriculum objectives.

Yellow highlighting shows the topics that we as a school have opted to study within the National Curriculum/Barnet guidance. Orange text shows where a PSHE objective is also covered in another subject.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science **(NC)**	STATES OF MATTER -To compare and group materials together, according to whether they are solids, liquids or gases. -To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). -To identify the part played by evaporation and condensation in the water cycle and associate the rate of	SOUND -To identify how sounds are made, associating some of them with something vibrating. -To recognise that vibrations from sounds travel through a medium to the ear. -To find patterns between the pitch of a sound and features of the object that produced it. -To find patterns between the volume of a sound and the strength of the vibrations that	ELECTRICITY -To identify common appliances that run on electricity. -To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. -To identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.	WORKING SCIENTIFICALLY - To ask relevant questions and using different types of scientific enquiries to answer them. -To gather, record, classify and present data in a variety of ways to help in answering questions. -To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	LIVING THINGS AND HABITATS -To recognise that living things can be grouped in a variety of ways. -To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. -To recognise that environments can change and that this can sometimes pose dangers to living things.	ANIMALS INC HUMANS -To describe the simple functions of the basic parts of the digestive system in humans. -To identify the different types of teeth in humans and their simple functions. -To construct and interpret a variety of food chains, identifying producers, predators and prey.

	evaporation with temperature.	produced it. -To recognise that sounds get fainter as the distance from the sound source increases.	-To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. -To recognise some common conductors and insulators, and associate metals with being good conductors.	-To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. –To identify differences, similarities or changes related to simple scientific ideas and processes. -To use straightforward scientific evidence to answer questions or to support their findings.		
Geography **(NC)**	IS ALL OF EUROPE THE SAME? -Compare Greek and Italian topography in Europe, *including mountain ranges, with UK, understanding similarities and differences between the* human and physical geography *to UK. Make links with climate zones, time zones etc, and developing map skills* -Build on location and travel to/from UK. -Locate the world's countries, *using maps to focus on Europe*				HOW DID THE ROMANS CHANGE OUR LANDSCAPE? -Develop understanding of UK land use (Yr3) to map and appreciate purpose and impact of Roman settlement (H wall, Londinium etc) and benefits of settlement/ capitalisation of London by Thames* -Investigate Boudica. GEOGRAPHICAL SKILLS -Use maps, atlases, globes and	WHAT IS THE DIFFERENCE BETWEEN MOUNTAINS, EARTHQUAKES AND VOLCANOES? -Study process, location and impact of volcanoes, due to tectonic plates etc. -Use of Roman sources GEOGRAPHICAL SKILLS -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

(including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. GEOGRAPHICAL SKILLS -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world -Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.				digital/computer mapping to locate countries and describe features studied -Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world -Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	-Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world -Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

| History

(NC) | | WHO WERE THE ANCIENT GREEKS?

Ancient Greece – a study of Greek life and achievements and their influence on the western world.

To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

*-Study of chronology of Ancient Greece, to make links with features of **society**, including diet, clothing, to make comparisons with Stone/Iron Age (Year 3).*
*-Building on knowledge of **maps/climates** and Europe **topography.***

HISTORICAL SKILLS
-Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
-Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
-Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
-Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
-Understand how our knowledge of the past is constructed from a range of sources | WHO WERE THE ROMANS?

The Roman Empire and its impact on Britain.

To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

*-Study of chronology of the Romans, discussing value of a range of sources to describe **Empire** in relation to Greeks and Egyptians (Y3). Use knowledge of **topography** to make links with features of society.*

HISTORICAL SKILLS
-Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within | | |

			and across the periods they study. -Note connections, contrasts and trends over time and develop the appropriate use of historical terms. -Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. -Construct informed responses that involve thoughtful selection and organisation of relevant historical information. -Understand how our knowledge of the past is constructed from a range of sources			
Art **(NC and skills progression)**	3D FORM -To create sketch books to record their observations and use		DRAWING/PAINTING -To create sketch books to record their observations and use		TEXTILES/COLLAGE -To create sketch books to record their observations and use	

	them to review and revisit ideas. -To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. -To learn about great artists, architects and designers in history. *- Make an informed choices about the 3D technique chosen.* *- Show an understanding of* **shape, space and form.** *- Plan, design, make and adapt models.* *-Experience working with a* **freestanding** *clay sculpture (finished on all sides e.g. simple human figure), shaping and moulding without fine details.* *-Begin to understand how to join pieces of clay effectively using* **scoring, blending** *and* **slip.** <mark>** Anthony Gormley*</mark>		them to review and revisit ideas. -To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. -To learn about great artists, architects and designers in history. *- Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.* *-Work confidently on a range of scales e.g. thin brush on small picture etc.* *-Confidently create atmosphere and light effects through use of colour mixing, shades, tones and colour matching.* *-Purposely control the types of marks made and experiment with different effects and textures.* *-Plan work to make effective use of space and work in a sustained and independent way to develop their own style*		them to review and revisit ideas. -To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. -To learn about great artists, architects and designers in history. *-Selects resources for their collage based on the suitability of the colour, shape, texture and pattern suiting the purpose including the use of textiles.* *-Accurately cut complex shapes that create a dynamic, eye catching collage to reflect a theme.* *-Can embellish a basic collage using a range of media* *-Decide how to arrange the materials in order to create desired effect and stick down with accuracy.* <mark>**Klimt*</mark>	

			of painting. This style may be through the development of: colour, tone and shade. * <mark>Rene Magritte</mark>		
DT **(NC)**		TEXTILES, STRUCTURES AND MATERIALS, ELECTRICAL SYSTEMS -To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. -To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. -To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping,		FOOD AND NUTRITION -To understand and apply the principles of a healthy and varied diet. -To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. -To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. ***Food production and processing*** *Pupils understand that food is grown, reared and caught and can explain how a range of every day foods are produced and where in the world.* ***Nutrition and healthy eating*** *Pupils understand that a heathy diet is a*	STRUCTURES AND MATERIALS, MECHANISMS, ELECTRICAL SYSTEMS -To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. -To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. -To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping,

		joining and finishing], accurately. -To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. -To investigate and analyse a range of existing products. -To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. -To understand how key events and individuals in design and technology have helped shape the world. -To apply their understanding of how to strengthen, stiffen and reinforce more complex structures. -To understand and use mechanical systems in their products [for example,		*variety and balance of different food and drink as depicted in the 'Eatwell Plate'. That to be active and healthy food and drink are needed to provide energy to the body. (link to Year 3 science).* ***How to cook*** *Pupils can prepare and cook predominantly savoury dishes safely and hygienically including where appropriate using a heat source. They can use a range of techniques such as peeling, chopping, slicing, grating, mixing and spreading. (e.g - soups and salads, pasta and sauce, cheese on toast).* ==*Design and make soup/meal to appeal to the whole family*==	joining and finishing], accurately. -To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. -To investigate and analyse a range of existing products. -To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. -To understand how key events and individuals in design and technology have helped shape the world. -To apply their understanding of how to strengthen, stiffen and reinforce more complex structures. -To understand and use mechanical systems in their products [for example,

	gears, pulleys, cams, levers and linkages]. -To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. -To apply their understanding of computing to program, monitor and control their products. *Using electrical systems: Make a lamp/ lamp shade*			gears, pulleys, cams, levers and linkages]. -To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. -To apply their understanding of computing to program, monitor and control their products. *Exploring pulleys: Make a bridge/ drawbridge*
RE **(Barnet Syllabus for Religious Education Nov 2018)**	RELIGION AND THE INDIVIDUAL (ISLAM, SIKHISM, CHRISTIANITY, JUDAISM, HUMANISM/NON-RELIGIOUS EXPERIENCES) -To understand what it means for an individual to belong to a faith. -To understand how religious identity is developed through dress and personal symbols. -To understand that there are similarities and differences in the ways in which faiths express and interpret these ideas.	TEACHING AND AUTHORITY (SACRED TEXTS) & SYMBOLS AND RELIGIOUS EXPRESSION (ISLAM, SIKHISM, CHRISTIANITY, JUDAISM, HUMANISM/NON-RELIGIOUS EXPERIENCES) -To explore a range of religious stories and sacred writings about God, the world and how we should treat it and human life -To understand that there are similarities and differences in the answers that faiths give to questions and the ways in which faiths express and interpret ideas. - To identify & understand the variety of symbols that different religions use to express meaning. -To compare two different religious symbolic expressions & look for similarities & differences		INSPIRATIONAL PEOPLE (ISLAM, SIKHISM, CHRISTIANITY, JUDAISM, HUMANISM/NON-RELIGIOUS EXPERIENCES) -Develop knowledge of the religious leaders of the world. -Understand the position in the local community of religious leaders and other members of the community. -To be able to identify women and men from a variety of cultures and times who are regarded as inspirational by people today.

		-Reflect on the importance of symbolism in the lives of worshippers	
PSHE **(PSHE and Wellbeing Framework for Primary Schools)**	FRIENDSHIPS/INCLUSION **-**To learn about discrimination and how to challenge it. -To know that friendships change over time, including making new friends and having different types of friends. -To respect the similarities and differences between people. -To understand that people feel included within healthy friendships. -To recognise when others may feel lonely or excluded. MENTAL HEALTH AND WELLBEING -To understand that mental health and wellbeing is a normal part of daily life, in the same way as physical health. -To understand about change and loss; including death,and how these can affect feelings; waysof expressing and managing grief and bereavement. -To be able to describe what is meant by mental health and wellbeing understand that events in our lives (such as change and loss) can have an impact on this. -To be able to identify a number of people, including adults from home and adults from outside the home, and friends, who they might choose to talk to whenthey have difficult or uncomfortable feelings. LOCAL COMMUNITY – SHARED RESPONSIBILITIES -To understand that the internet is an integral part of many people's lives and that it has many benefits.	HEALTHY LIFESTYLES -To know about what food is healthy and to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet. -To know about what good physical health means and how to recognise early signs of physical illness. -To understand how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed. -To be able to design a series of healthy menus and compare these with eachother and the food offered in school. -To be able to name some of the early signs of physical illness. -To have some basic knowledge about immunisations and allergies. -To know how and when to seek support, including which adults to speak to in andoutside of school, if they are worried about their health. MEDIA AND ME -To know about how the media influences decisions. -To know about sources of persuasion including the media. -To understand the importance of protecting personal information, including passwords, addresses and images. -To be able to hold a debate on a topical issue.	GROWING AND CHANGING -To learn some basic facts about puberty. -To learn about strong feelings and mood swings. -To know about some emotional and physical changes that happen during puberty. DRUG EDUCATION – ALCOHOL AND DECISION MAKING -To understand the effect alcohol has on the body. -To understand the law and risks relating to alcohol. -To understand why people choose to use or not use legal drugs such as alcohol. -To know what alcohol is and understand the risks and effects to the body. -To understand that drug use can become a habit which can be difficult to break. TYPES OF RELATIONSHIPS -To learn about different types of relationships including friends and families, civil partnerships and marriage. -To understand that there are a variety of relationships. ASPIRATIONS -To learn about career/gender stereotypes in theworkplace and that a person's career aspirations should not be limited by them. -To learn about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to

	-To understand reasons for following and complying with regulations and restrictions (including age restrictions);how they promote personal safety andwellbeing with reference to social media, television programmes, films, games and online gaming. -To be able to identify the many benefits ofthe internet. -To recognise that their increasing independence brings increased responsibility to keep themselves and others safe.	-To be be able to recognise some persuasive media tactics e.g. on television adverts. -To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly. PERSUASION AND PRESSURE -To learn about privacy and personal boundaries;what is appropriate in friendships and wider relationships (including online). -To know that their actions affect themselves andothers. -To understand about the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break aconfidence' or 'share a secret'. -To be able to demonstrate some basic techniques for resisting pressure. -To know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they know and also whom they do not know.	certain trades, strengths and qualities, ways in which stereotypical assumptions can deter people from certain jobs). -To be able to challenge stereotypes in the workplace. MANAGING MONEY -To recognise that people make spending decisions based on priorities, needs and wants. -To know that I can keep my money in a standard bank account and the benefits this might have. -To know that if I don't have enough money I may have to borrow but that if I do I will have to pay it back. -To be able to consider the influences behind a person's decision to save or spend money. -To explain why they might use an account e.g. bank, building society, credit union -To be able to explain why I might want to borrow money and how this might make me feel.		
Computing **(Purple Mash)**	Digital Literacy -To use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact.	Computer Science -To use sequence, selection and repetition in programs; work with variables and various forms of input and output. -To use logical reasoning to explain how some simple	Information Technology -To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	Computer Science -To understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for	Information Technology -To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content	Information Technology -To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content

Computing skills *-To explore key concepts relating to online safety using concept mapping.* *-To help others to understand the importance of online safety.* *-To know a range of ways of reporting inappropriate content and contact.* Purple Mash Module: Unit 4.2 Online Safety	algorithms work and to detect and correct errors in algorithms and programs. -To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Computing skills *-To make logical and integrated use of timers to achieve repetition effects in their program designs.* *–To understand 'IF statements' for selection and attempt to combine these with other coding structures including variables to achieve the effects that they design in their programs.* *-To understand how variables can be used to store information while a program is executing and use and manipulate the value of variables.*	-To understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration. Computing skills *-To understand the function, features and layout of a search engine.* *-To appraise selected webpages for credibility and information at a basic level.* Purple Mash Module: Unit 4.7 Effective Search	communication and collaboration. Computing skills *-To recognise the main component parts of hardware which allow computers to join and form a network.* *-To understand the online safety implications associated with the ways the internet can be used to provide different methods of communication is improving.* Purple Mash Module: Unit 4.8 Hardware Investigators	that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Computing skills *-To make improvements to digital solutions based on feedback.* *-To make informed software choices when presenting information and data.* *-To create linked content using a range of software such as 2Connect and 2Publish+.* *-To share digital content within their community, i.e. using Virtual Display Boards* Purple Mash Module: Unit 4.6 Animation	that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Computing skills *-To make improvements to digital solutions based on feedback.* *-To make informed software choices when presenting information and data.* *-To create linked content using a range of software such as 2Connect and 2Publish+.* *-To share digital content within their community, i.e. using Virtual Display Boards* Purple Mash Module: Unit 4.3 Spreadsheets

		-To can make use of user inputs and outputs such as 'print to screen'. *-To create designs for their programs which show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. – To be able to trace code and use step-through methods to identify errors in code and make logical attempts to correct this.* *-To 'read' programs with several steps and predict the outcome accurately* *–To make designs which show that they are thinking of the required task and how to accomplish this in code using coding structures for selection and repetition when turning a real-life situation into an algorithm.* *-To make more intuitive attempts to*				

			debug their own programs. <mark>Purple Mash Module:</mark> Unit 4.1 Coding using 2Code			
PE (GM) **(NC and skills progression)**	<mark>Invasion Games (Tag Rugby)</mark> -To use running, jumping, throwing and catching in isolation and in combination. -To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. *-To be able to keep control of the ball when running and passing.* *-To be able to move in different directions learning to move away from your opponent/partner.* *-To learn to run as a line, like a team would in rugby.* *-To improve passing and catching skills whilst on the move.* *-To move forward to stack as part of a team.* *-To successfully score a try.*	<mark>Invasion Games (Basketball)</mark> -To use running, jumping, throwing and catching in isolation and in combination. -To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. *-To recap different types of passing (chest, bounce, shoulder) to get into shooting positions.* *-To be able to aim for the square above the hoop on the backboard.* *-To improve technique to shoot – generate power by throwing upwards from about chest height.* *-To keep the ball close when dribbling to enable a swift transfer into a pass.*	<mark>Gymnastics</mark> -To develop flexibility, strength, technique, control and balance. -To compare their performances with previous ones and demonstrate improvement to achieve their personal best. *-To become increasingly competent and confident to perform skills more consistently.* *-To be able to perform in time with a partner and group.* *-To use compositional ideas in sequences such as changes in height, speed and direction.* *-To develop an increased range of body actions and shapes to include in a sequence.*	<mark>Athletics</mark> -To develop flexibility, strength, technique, control and balance. -To compare their performances with previous ones and demonstrate improvement to achieve their personal best. *-To select and maintain a running pace for different distances.* *-To practise throwing with power and accuracy.* *-To throw safely and with understanding.* *-To demonstrate good running technique in a competitive situation.* *-To explore different footwork patterns.* *-To understand which technique is most effective when jumping for distance.*	<mark>Invasion Games (Hockey)</mark> -To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. *-To be able to be able to combine basic hockey skills such as dribbling and push pass.* *-To be able to confidently select and apply skills in a game situation.* *-To begin to play effectively in different positions on the pitch including in defence.* *-To increase power and strength of passes, moving the ball over longer distances.* *-To choose and implement a range of strategies and tactics to attack and defend.*	<mark>Striking and Fielding Games (Rounders)</mark> -To use running, jumping, throwing and catching in isolation and in combination. -To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. *-To link together a range of skills and use in combination.* *-To collaborate as a team to choose, use and adapt rules in games.* *-To recognise how some aspects of fitness apply to rounders e.g. power, flexibility and cardiovascular endurance.* *-To apply consistently rounders rules in conditioned games.*

	-To work as part of a team when defending. *-To learn to keep in a line and spread out.* *-To develop the physical skills of speed, fitness and agility.* *-To be able to play a full game of rugby, understanding the rules.* *-To carefully consider the best way to score a try and win the game.*	*-To be able to use the appropriate type of pass with the correct technique. E.g. bounce pass if there is a defender by you, shoulder pass if it's a longer pass.* *-To use appropriate shooting technique when in the correct areas to shoot.* *-To be able to work together by creating space for teammates to receive the ball from them.*	*-To define muscles groups needed to support the core of their body.* *-To refine taking weight on small and large body parts, for example hand and shoulder.*	*-To utilise all the skills learned in this unit in a competitive situation.*	*-To combine and perform more complex skills at great speed.* *-To recognise and describe good individual and team performances.* *-To suggest, plan and lead a warm up as a small group.*	*-To play small sided games using standard rounders pitch layout.* *-To use a range of tactics for attacking and defending in role of bowler, batter and fielder.*
PE (CT) **(NC and skills progression)**	<mark>Fitness</mark> -To develop an understanding of how to improve in different physical activities and sports. -To learn how to evaluate and recognise their own success. -To compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<mark>Gymnastics</mark> -To perform dances using a range of movement patterns. -To compare their performances with previous ones and demonstrate improvement to achieve their personal best. *-To become increasingly competent and confident to perform skills more consistently.*	<mark>Dance</mark> -To perform dances using a range of movement patterns. -To compare their performances with previous ones and demonstrate improvement to achieve their personal best. *-To work to include freeze frames in routines.* *-To practise and perform a variety of different formations in dance.*	<mark>Dance</mark> -To perform dances using a range of movement patterns. -To compare their performances with previous ones and demonstrate improvement to achieve their personal best. *-To work to include freeze frames in routines.* *-To practise and perform a variety of different formations in dance.*	<mark>Athletics</mark> -To develop flexibility, strength, technique, control and balance. -To compare their performances with previous ones and demonstrate improvement to achieve their personal best. *-To select and maintain a running pace for different distances.* *-To practise throwing with power and accuracy.*	<mark>Outdoor and Adventurous Activities</mark> -To take part in outdoor and adventurous activity challenges both individually and within a team. -To enjoy communicating, collaborating and competing with each other.

		-To be able to perform in time with a partner and group. *-To use compositional ideas in sequences such as changes in height, speed and direction.* *-To develop an increased range of body actions and shapes to include in a sequence.* *-To define muscles groups needed to support the core of their body.* *-To refine taking weight on small and large body parts, for example hand and shoulder.*	*-To develop a dance to perform as a group with a set starting position.*	*-To develop a dance to perform as a group with a set starting position.*	*-To throw safely and with understanding.* *-To demonstrate good running technique in a competitive situation.* *-To explore different footwork patterns.* *-To understand which technique is most effective when jumping for distance.* *-To utilise all the skills learned in this unit in a competitive situation.*	
Music **(NC and skills progression)**	-To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. -To improvise and compose music for a range of purposes using the inter-related dimensions of music. -To listen with attention to detail and recall	-To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. -To improvise and compose music for a range of purposes using the inter-related dimensions of music.	-To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. -To improvise and compose music for a range of purposes using the inter-related dimensions of music.	-To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. -To improvise and compose music for a range of purposes using the inter-related dimensions of music.	-To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. -To improvise and compose music for a range of purposes using the inter-related dimensions of music. -To listen with attention to detail and	-To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. -To improvise and compose music for a range of purposes using the inter-related dimensions of music.

sounds with increasing aural memory. -To use and understand staff and other musical notations. -To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. -To develop an understanding of the history of music. *Singing: Rounds and partner songs in different time signatures. Songs with simple harmonies and greater melodic intervals.* *Musicianship: recognise major and minor tonality, legato/staccato, metre and counting in beats and bars. Invent simple melodies and strumming patterns.* *Notation: establish hand staff and decode treble clef melodies. Reinforce and improve fluency reading crotchet, quaver, minim,*	-To listen with attention to detail and recall sounds with increasing aural memory. -To use and understand staff and other musical notations. -To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. -To develop an understanding of the history of music. *Singing: Rounds and partner songs in different time signatures. Songs with simple harmonies and greater melodic intervals.* *Musicianship: recognise major and minor tonality, legato/staccato, metre and counting in beats and bars. Invent simple melodies and strumming patterns.*	-To listen with attention to detail and recall sounds with increasing aural memory. -To use and understand staff and other musical notations. -To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. -To develop an understanding of the history of music. *Singing: Rounds and partner songs in different time signatures. Songs with simple harmonies and greater melodic intervals.* *Musicianship: recognise major and minor tonality, legato/staccato, metre and counting in beats and bars. Invent simple melodies and strumming patterns.*	-To listen with attention to detail and recall sounds with increasing aural memory. -To use and understand staff and other musical notations. -To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. -To develop an understanding of the history of music. *Singing: Rounds and partner songs in different time signatures. Songs with simple harmonies and greater melodic intervals.* *Musicianship: recognise major and minor tonality, legato/staccato, metre and counting in beats and bars. Invent simple melodies and strumming patterns.*	recall sounds with increasing aural memory. -To use and understand staff and other musical notations. -To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. -To develop an understanding of the history of music. *Singing: Rounds and partner songs in different time signatures. Songs with simple harmonies and greater melodic intervals.* *Musicianship: recognise major and minor tonality, legato/staccato, metre and counting in beats and bars. Invent simple melodies and strumming patterns.* *Notation: establish hand staff and decode treble clef melodies.*	-To listen with attention to detail and recall sounds with increasing aural memory. -To use and understand staff and other musical notations. -To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. -To develop an understanding of the history of music. *Singing: Rounds and partner songs in different time signatures. Songs with simple harmonies and greater melodic intervals.* *Musicianship: recognise major and minor tonality, legato/staccato, metre and counting in beats and bars. Invent simple melodies and strumming patterns.*

semibreve. Chord diagrams. ==Recorders 1==	***Notation:*** *establish hand staff and decode treble clef melodies. Reinforce and improve fluency reading crotchet, quaver, minim, semibreve. Chord diagrams.* ==Recorders 2==	***Notation:*** *establish hand staff and decode treble clef melodies. Reinforce and improve fluency reading crotchet, quaver, minim, semibreve. Chord diagrams.* ==Ukulele 1==	***Notation:*** *establish hand staff and decode treble clef melodies. Reinforce and improve fluency reading crotchet, quaver, minim, semibreve. Chord diagrams.* ==Ukulele 2==	*Reinforce and improve fluency reading crotchet, quaver, minim, semibreve. Chord diagrams.* ==Class Band 2 - Pop==	***Notation:*** *establish hand staff and decode treble clef melodies. Reinforce and improve fluency reading crotchet, quaver, minim, semibreve. Chord diagrams.* ==Class Band 3 - Classical==

| **MFL**

(NC and skills progression) | -To listen attentively to spoken language and show understanding by joining in and responding. –To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
–To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
-To speak in sentences, using familiar vocabulary, phrases and basic language structures.
-To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
-To present ideas and information orally to a range of audiences.
-To read carefully and show understanding of words, phrases and simple writing.
-To appreciate stories, songs, poems and rhymes in the language.
-To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
-To write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
-To describe people, places, things and actions orally and in writing. | -To listen attentively to spoken language and show understanding by joining in and responding. –To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
–To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
-To speak in sentences, using familiar vocabulary, phrases and basic language structures.
-To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
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–To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
-To speak in sentences, using familiar vocabulary, phrases and basic language structures.
-To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
-To present ideas and information orally to a range of audiences.
-To read carefully and show understanding of words, phrases and simple writing.
-To appreciate stories, songs, poems and rhymes in the language.
-To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
-To write phrases from memory, and adapt these to create new sentences, to express ideas clearly. |

-To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. *-To understand and respond to a range of familiar spoken words and short phrases.* *-To join in the retelling/playing of a familiar story, song, rhyme or poem using gestures or by saying some key words and phrases.* *-To recognise and match key sounds and words that rhyme.* *-To rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation.* *-To begin to understand how to form questions/ answers independently.* *-To use simple pre-learned words and phrases for routine situations.*	-To write phrases from memory, and adapt these to create new sentences, to express ideas clearly. -To describe people, places, things and actions orally and in writing. -To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. *-To produce short pre-prepared phrases on a familiar topic, with secure pronunciation.* *-To match sound to print, by reading aloud familiar words and phrases.* *-To read and understand a range of familiar written phrases.* *-To identify the overall type of text from its layout, contextual clues and a few familiar words.* *-To use a word list to check the spelling of a word.* *-To use a dictionary or online resource to check the spelling of a word.*	-To describe people, places, things and actions orally and in writing. -To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. *-To substitute one element in a simple phrase or sentence to vary the meaning.* *-To use indefinite articles in singular and plural and definite articles in both singular and plural.* *-To recognise qualifiers, adverbs of time and prepositions of place.* *-To use adjectives (agreement and position) with more confidence.* *-To use 'tiene' (3rd person tener) and 'esta' (3rd person esta)* *-To use connectives 'and', 'but' and 'also'.*