



Whitley Abbey Primary School

Hand in hand we learn

Year 4 Curriculum

Curriculum Drivers			
Possibilities and Citizenship	Reading and Oracy	Health and Wellbeing	Celebrating Diversity
<p>Our curriculum is designed to promote aspirations by preparing children for a changing world by making links between their learning and careers and opportunities in adult life. The curriculum enables children to make connections between what is learnt in school and open-up possibilities for them in later life.</p> <p>Teachers support children to be good citizens through the development of British Values and the core learning values of; Commitment, Opportunity, Respect and Excellence.</p>	<p>Our curriculum is carefully designed to meet the needs of the children we serve, placing strong emphasis on the development of oracy skills and fluency in reading. At Whitley Abbey, we recognise that strong oracy underpins effective communication, enabling children to express themselves clearly and to understand others with confidence.</p> <p>Reading remains a cornerstone of our curriculum, supporting pupils in developing the independent learning skills they will need to thrive in later life.</p>	<p>Our curriculum is designed to promote children's health, wellbeing and resilience through the promotion of Whitley Character Values, friendship, kindness, courage, resilience, gratitude and honesty. We want our children to make good choices about their own health and wellbeing. Research suggested that better emotional wellbeing is associated with higher achievement in primary school. When children feel safe they are able to better access learning in the classroom.</p>	<p>Our curriculum is designed to celebrate diversity. This means understanding that each individual is unique and recognising and celebrating our individual differences. The concept of diversity encompasses community, acceptance and respect. We foster the exploration of these differences in a safe, positive, and nurturing environment.</p> <p>We believe that by practicing mutual respect for qualities and experiences that are different from our own we build alliances across differences so that we can work together to eradicate all forms of discrimination.</p>

Curriculum Organisation

The curriculum at Whitley Abbey Primary School is planned to meet the needs of the diverse school community, placing great focus on vocabulary development, oracy and exploiting opportunities to read. The curriculum determines what children will know and do, but also helps them discover possibilities by making links to employment and helping pupils to identify their talents and passions. Throughout our curriculum, we promote our C.O.R.E learning values: Commitment, Opportunity, Respect and Excellence and 'The Whitley Abbey Character Values' (Friendship, Kindness, Gratitude, Honesty, Resilience and Courage) which support children in becoming confident people, able to take their place in society as happy, healthy, responsible citizens who care for others in the diverse world they live in.

Whilst our curriculum is not organised into 'themes' we exploit natural links between subjects to support children in making connections- when logical and practical to do so. We believe that this approach facilitates the promotion of 'depth of knowledge' surrounding a subject or idea and as such the development of Cultural Capital. Despite these links, each subject still retains its autonomy and is taught explicitly to support the development of semantic memory. Teachers plan opportunities for knowledge retrieval at spaced intervals to support the creation of long term memories and knowledge.

We intentionally plan visits, visitors and special events at midway or end points so that pupils have developed the language and knowledge they need to help them to fully immerse in the experience. Our 'Everyone D.O.E.S Promise' provides a programme of extra-curricular and enrichment opportunities to ensure that all children, regardless of their socio-economic status, have a wealth of experiences and memorable events which bring the curriculum to life.

Our curriculum is planned to allow pupils to consolidate learning through regularly revisiting skills (deliberate practise); skills which are framed within the development of new knowledge. The consolidation of these skills allowing children to master key learning that can then be independently applied.

The curriculum delivers Programmes of Study from the National Curriculum 2014 and allows children to embrace a wide range of exciting, challenging and opportunity rich learning experiences that celebrate the differences and diversity in our school community whilst promoting SMSC development and British Values.

Year 4				
	Term	Autumn	Spring	Summer
History	Deliberate Practice (Skills)	<ul style="list-style-type: none"> 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 develop the appropriate use of historical terms. address and sometimes devise historically valid questions about change, cause, similarity and difference construct informed responses that involve thoughtful selection and organisation of relevant historical knowledge understand how our knowledge of the past is constructed from a range of sources. 		
	Knowledge Assessment questions:	Ancient Greece Assessment Questions <ul style="list-style-type: none"> Can children name some of the main characteristics of the Athenians and the Spartans? Do children know the influence the gods had on Ancient Greece? Can children name some sports from the Ancient Greek Olympics? Can children say some ways Ancient Greece influenced the world? Do children know that the Olympics originated from Ancient Greece? Can children use a range of sources of evidence? Can children make comparisons between life in different time periods? Can children identify this time-period on a timeline? Can children place key events in chronological order? 	Romans Assessment questions <ul style="list-style-type: none"> Do children recognise that around 2,000 years ago, Britain was ruled by tribes of people called the Celts? Can children say/ explain that in 43 AD Romans invaded and Britain became part of the Roman Empire? Can children tell why the Romans invaded Britain, why they were so successful and why they left? Can children describe the Roman army and how the Romans lived? Can children name some significant dates that establish a timeline of Roman Britain? Can children tell the story of why and how Queen Boudicca revolted against the Romans but was defeated? Can children name some of the ways the Romans influenced Britain and the rest of the world? Can children use a range of sources of evidence? Can children make comparisons between life in different time periods? Can children identify this time-period on a timeline? Can children place key events in chronological order? 	Anglo Saxons and Vikings Assessment Questions <ul style="list-style-type: none"> Do children recognise that the Scots, Anglo-Saxons and Vikings invaded Britain after the Romans left and put their arrival in chronological order? Can children recognise that Anglo-Saxon is made up of 2 groups – The Angles and the Saxons? Can children name some key influential Anglo-Saxon kings? Do children know that the Vikings first came to Britain as traders and then decided to raid Britain? Can children explain what a trial by ordeal entails? Can children recognise how crime and punishment has changed from Saxon times to now? Can children recognise that in AD 1066, the last Anglo-Saxon king of England died and England was invaded by the Normans from France in the battle of Hastings? Do children know that the Bayeux Tapestry in France tells the story of the Norman invasion and the battle of Hastings? Do children recognise that the year 1066 was a key date in English history and that the Normans took over England from the Anglo-Saxons? Can children use a range of sources of evidence? Can children make comparisons between life in different time periods? Can children identify this time-period on a timeline? Can children place key events in chronological order?
	Vocabulary	Ancient, Greece, Greeks, Athens, Sparta, Spartans, civilisation, myth, Olympics, Olympia, mortals, influence, honour, empire, slave, Philosopher, Homer, Alexander the Great, Hippocrates, medicine, city state, democracy, alphabet, Trojan war, battle of Marathon, gods/	Toga, Julius Caesar, Emperor Claudius, barbarian, baths, mosaic, gladiator, colosseum, empire, shield, amphitheatre, Queen Boudicca, Roman numeral, rebellion, Hadrian's wall, emperor, legions, Celts, Iceni, invasion, legion, Invade, evidence, conflict, revolt, weapon, allies,	Saxon, Scots, Anglo-Saxon, jute, Normans, raiders, traders, Vikings, pagan, Alfred the Great, Battle of Hastings, dark ages, crime and punishment, trial by ordeal, justice, defeat, invade, conquer, successor, wergild, Danegeld, sagas, pillaged, long-ship.

Deliberate Practise Vocabulary:
Century, BCE (Before the Common Era), BC, AD prehistoric, prehistory, artefact, chronological order, primary source, secondary source

		goddesses, conquer, custom, originate.	resist, resistance, culture, warrior, outnumbered, armour, assassination, reign.	
	Term	Autumn	Spring	Summer
Geography	Deliberate Practice (Skills)	<ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features • use the 8 points of a compass • Use 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) • use fieldwork to observe, measure record and present the human and physical features in the local area • use a range of methods to present recorded information including: sketch maps, plans and graphs, and digital mapping 		
	Knowledge Assessment questions:	Mountains <u>Assessment Questions</u> <ul style="list-style-type: none"> • Can children use maps/atlas/globes/digital maps to locate mountains and features? • Can children identify the 8 points of a compass? • Can children follow compass directions? • Can children use 4 figure grid references to locate mountain ranges? • Can children explain what a mountain is? • Can children identify the features of a mountain? • Can children explain how mountains are formed? • Can children talk about what a mountain climate is like? • Can children name and locate the main mountain regions in the UK? • Can children name some of the world's highest mountains.? • Can children explain why the Himalayas are important? 	Rainforests David Attenborough <u>Assessment Questions</u> <ul style="list-style-type: none"> • Can children use maps/atlas/globes/digital maps to locate Rainforests? • Can children use 4 figure grid references to locate features? • Can children identify the 8 points of a compass? • Can children follow compass directions? • Can children define what a rainforest is? • Can children identify the different layers of a rainforest? • Can children explain the features of a rainforest? • Can children talk about the characteristics of the Congo? • Can children define deforestation? • Can children talk about the impact of deforestation? • Can children represent information in different forms (graphs, sketch maps etc)? 	South America <u>Assessment Questions</u> <ul style="list-style-type: none"> • Can children locate South America on an atlas/on a map? • Can children use a key to identify key features and locate them using 4 figure grid references? • Can children identify the 8 points of a compass? • Can children follow compass directions? • Can children name and locate South American countries on a map/globe? • Can children talk about the Similarities and differences between Brazil and the UK? • Can children talk about what daily life in Rio de Janeiro is like? • Can children define trade links? • Can children identify East Brazil's trade links? • Can children explain the advantages and disadvantages for Brazil hosting the Olympic Games? • Can children present their findings in different ways, i.e graphs, sketch maps and plans).
	Vocabulary	Mountain, hill, Mountain ranges, peak, summit, landform, plates, mantle, fold, slope, valley, volcanoes, dome, climate avalanche, equator, environment, Himalayas.	Rainforest, Equator, continent, Amazon, Congo, tropical, equatorial, sub-equatorial, precipitation, forest floor, emergent, canopy, under storey, deforestation, logging, tribe, biome, ecosystem, indigenous, fell, oxygen, fertile, carbon dioxide, biodiversity.	South America, landmass, landlocked, indigenous, colony, Western Hemisphere, latitude, longitude, Northern Hemisphere, Southern Hemisphere, time zone, Tropic of Capricorn, equatorial, region, manufacturing, mining, population, trade.

Deliberate Practise Vocabulary:

Map, digital/computer mapping, physical and human features, North, South, East and West

Plan, atlas, globe, place, compass, North, South, East and West,North East, South East, North West

	Term	Autumn	Spring		Summer
Science	Deliberate Practice (Skills)	<div><ul style="list-style-type: none">ask relevant questions and use different types of scientific enquiries to answer themset up simple practical enquiries and comparative and fair testsmake systematic and careful observations and, where appropriate, take accurate measurements using a range of equipment, including thermometers and data loggersgather, record, classify and present data in a variety of ways to help in answering questionsrecord findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and graphsreport on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusionsuse results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questionsidentify differences, similarities or changes related to simple scientific ideas and processesuse straightforward scientific evidence to answer questions or to support their findings<p>Children know the name of a variety of scientists and can talk about their work and its influence on our understanding today.</p></div> <div>Deliberate Practise Vocabulary: Observe, measure, record, data, chart, graph, evidence, hypothesis, prediction, enquiry, fair test, variable, research</div>			
	Knowledge Assessment questions:	<div>States of matter</div> <div>Assessment Questions</div> <ul style="list-style-type: none">Can children provide a definition of solid or liquid?Are children able to sort objects into solids and liquids?Can children name some of the properties of gases?Are children able to write a scientific definition of a gas?Can children describe the difference between the particles in solid, liquids and gases?Can children describe what melting is?Can children describe what freezing is? investigation?Do children understand that different materials have different freezing/melting points?Can children describe the process of evaporation?Can children give an everyday example of water evaporating?Can children describe a	<div>Electricity</div> <div>Assessment Questions</div> <ul style="list-style-type: none">Can children identify the purpose of different components in a circuit?Do children know that a complete circuit is needed for a device to work?Can children explain why some circuits will work and others will not depending on how the components have been put together?Do children understand that working with electricity can be dangerous?Can children identify devices that are powered by mains electricity and devices that are powered by batteries?Do children know that it is safe to carry out experiments with batteries but not with mains electricity?Can children construct a	<div>Living things</div> <div>Assessment Questions</div> <ul style="list-style-type: none">Do children know what a habitat is?Can children identify a variety of habitats?Do children know that animals live in habitats that are suited to their needs?Can children identify similarities and differences between similar organisms?Can children group animals and explain the criteria that has been used to sort them?Can children make careful observations to identify the characteristics of different organisms?Do children know that animals can be categorised into broad groups according to their characteristics?Can children use a classification key to help them identify	<div>Sound - Leonardo DaVinci</div> <div>Assessment Questions</div> <ul style="list-style-type: none">Do children know that sounds are made when objects or materials vibrate?Do children know that vibrations from sound sources travel through different materials to the ear?Do children know sound can travel through solids, liquids and gases?Do children know that some materials allow sound to pass through them more easily than others?Do children know that sounds get fainter as the distance from the sound source increases?Can children carry out an investigation to explore what happens to sound as it gets further away?

		<p>way to increase the rate of evaporation?</p> <ul style="list-style-type: none"> • Can children name each of the ways a material can change state? • Are children able to describe condensation and when it happens • water cycle is? Can children name the different stages of the water cycle? • Do children know that evaporation and condensation are processes that can be reversed? • Can children give the boiling and freezing points of water? 	<p>circuit to test which materials allow electricity to pass through?</p> <ul style="list-style-type: none"> • Can children explain that with some materials the bulb did not light because the circuit was not complete? • Can children make generalisations about which materials are conductors and which are insulators? • Can children name some conductors and insulators? • Do children know that a switch can be used to make or break a circuit to turn a device on or off? • Can children use their knowledge of conductors to create a working switch? • Can children explain how their switches work? • Can children make predictions about how to alter the brightness of a bulb? • Can children name to components in a circuit? 	<p>which group an animal belongs to?</p> <ul style="list-style-type: none"> • Can children identify a variety of animals that are vertebrates, invertebrates, mammals, amphibians, insects, reptiles, fish and birds? • Can children use a classification key to identify unfamiliar animals? 	<ul style="list-style-type: none"> • Can children name some of the reasons why preventing sound to travel is sometimes important? • Can children plan a test to measure how well different materials muffle sound? • Can children draw conclusions about which materials muffle sound the best? • Do children know that the term 'pitch' describes how high or low a sound is? • Can children recognise changes in pitch and identify high and low notes? • Can children investigate different instruments and make generalisations about pitch? • Do children know that the pitch of a stringed instrument depends on the length, thickness and tightness of the string? • Can children suggest ways of testing what happens to the pitch of a string when you alter the length, tightness and thickness? 	
	Vocabulary	Chemical change, reversible change, irreversible change, solid, liquid, gas, temperature, evaporation, condensation, water cycle, particle, freezing, heating, cooling.	appliance, battery power, main power, circuit, series, cell, battery, wire, bulb, switch, break in circuit conductor, insulator	vertebrates, invertebrates (+ 1 example of each) environment, habitat, classification key characteristics, organism	vibration, wave, volume, pitch, tone, insulation, sound, wave, pattern, volume, insulate, source, muffle	mouth, tongue, teeth, oesophagus, stomach, small intestine, large intestine, nutrients, absorb, canine, incisor, molar producer, consumer, apex predator
	Term	Autumn	Spring		Summer	

Art	Deliberate Practice (Skills)	<ul style="list-style-type: none">to create sketch books to record their observations and use them to review and reviseto improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]		Deliberate Practise Vocabulary: Evaluate, Observe, similarities, Differences, Techniques, Drawing, sketching, shading,
	Knowledge Assessment questions:	<p><u>Figurative Sketches / Making a Pocket Gallery</u></p> <p><u>Assessment Questions</u></p> <p>Antony Gormley- Figure sculpture Henry Moore- Figure sculpture Barbara Hepworth- Figure sculpture</p> <ul style="list-style-type: none">Can children use a sketchbook to collate drawings, photographs and ideas?Can children control the use of tools and their suitability for different tasks - care and safe use of tools?Can children explore ideas and collect visual information for their work using digital cameras?Can children comment on the work of other artist giving an opinion?Can children comment on the materials and techniques used by an artist?Can children identify similarities and difference between pieces of work?Can children evaluate their own work and the work of others?Can children make sketches of a sculpture.Can children make a sculpture of a figure. (Final piece) ?Children to make a mini art gallery. (Final piece) ? <p>Suggested stimulus - Olympians</p> <p>https://www.accessart.org.uk/quick-clay-figurative-sketches/</p> <p>https://www.accessart.org.uk/making-a-pocket-gallery/</p> <p><u>Art Gallery</u></p> <ul style="list-style-type: none">Children to work together to make a 'pocket gallery' using digital media to support.	<p><u>Thoughtful Mark Making / Birds in Trees</u></p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none">Can children comment on the work of other artist giving an opinion?Can children comment on the materials and techniques used by an artist?Can children identify similarities and difference between pieces of work?Can children evaluate their own work and the work of others?Can children create a sketch using a continuous line drawing?Can children explore and name different types of drawing/ mark making techniques e.g cross-hatching etc...Can children use sketching techniques to make quick observational drawings?Can children create their own drawing of a tree and birds from observational sketches. (Final Piece)?Can children use a paint flicking techniques to add movement to their work?Can children add colour using pastels and smudge colours to add movement? <p>https://www.aliexpress.com/item/32759257645.html https://artist.com/olha-darchuk/parrot-in-flight/?artid=6895</p> <p>https://www.accessart.org.uk/thoughtful-mark-making/</p> <p>https://www.accessart.org.uk/birds-in-the-trees-by-pupils-at-battieford-primary-school/</p>	<p><u>Drawing with Scissors Inspired by Matisse/Brazil</u></p> <p>Andy Warhol- Screen printing (Pop Art)</p> <p><u>Assessment Questions</u></p> <p>https://www.accessart.org.uk/screenprinting-inspired-by-matisse/</p> <ul style="list-style-type: none">Can children comment on the work of other artist giving an opinion?Can children comment on the materials and techniques used by an artist?Can children identify similarities and difference between pieces of work?Can children evaluate their own work and the work of others?Can children draw objects from the painting that they are studying using black markers.Can children mix colours with increasing accuracy?Can children describe how to make a colour lighter or darker?Can children cut shapes accurately using scissors?Can children create their own Matisse inspired collage using scissors to cut the shapes?Can children make drawings to plan a composition?Can children follow a process to create a picture using screen Printing
	Vocabulary	Form, shape, texture, composition, profile, stylised, proportion, decoration, ornate, symbolic, perspective, scale, structure, detail.	Position Form, Texture, Tone, Weight, Pressure, Appearance, Character, Personality Representational, Natural, Swirling, Stippled, Transparent, Opaque, Foreground, Background, movement	Stamp, Emblem, pop art, repeated Motif, Ornamentation, Geometric, Stylised, Abstract Linear, Manipulate, Block, Repeat, Continuous, screen printing.

	Term	Autumn	Spring	Summer
DT	Deliberate Practice (Skills)	<ul style="list-style-type: none"> 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 generate, develop, model and communicate their ideas through discussion, annotated sketches and exploded diagrams, prototypes, pattern pieces and computer-aided design [joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and finishes, according to their functional properties and aesthetic qualities investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world Technical knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products. <div>Deliberate Practise Vocabulary: Evaluation, target audience, target customer, suitability, prototype, aesthetics, innovative, annotated sketch</div>		
	Knowledge Assessment questions:	Pavilions Assessment questions https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-4/structure-pavilions/assessment-dt-y4-structure-pavilions/ <ul style="list-style-type: none"> Can the children explain their design criteria? Can the children explain what is meant by aesthetics and why this is important? Can the children explain the function of cladding? Can the children explain what a pavilion is? Can the children explain the function of their product? Can the children explain how to make their structure more stable? Can the children explain how to make their structure more stable? Can the children evaluate their product for both their appearance and purpose? 	Fastenings Assessment questions https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-4/textiles-fastenings/assessment-dt-y3-textiles-fastenings/ <ul style="list-style-type: none"> Can the children explain what the term 'accurate' means? Can the children identify and explain what a seam is? Can the children describe what is meant by a fastening? Can the children identify a zipper, toggle and press stud and explain where they are most suitably used? Can the children define what a prototype is? Can the children use annotated sketches to communicate ideas? Can the children evaluate their product for both their appearance and purpose? 	Slingshots - mechanisms Biscuits - food Assessment questions https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-4/mechanical-systems-making-a-slingshot-car/assessment-dt-y4-mechanical-systems-slingshot-car/ <ul style="list-style-type: none"> Can the children explain what a mechanism is? Can the children explain what an exploded diagram is and why they are useful? Can the children explain what is meant by aesthetics and why this is important? Can the children explain what air resistance is? Can the children explain what a template is and why they are important? Can the children explain why it is important to test and evaluate a product? Assessment questions https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-4/food-adapting-a-recipe/assessment-dt-y4-food-adapting-a-recipe/ <ul style="list-style-type: none"> Can the children describe the importance of the method in a recipe? Can the children explain how to keep safe when handling hot food? Can the children explain how to improve a recipe? Can the children use appropriate equipment to combine ingredients?
	Vocabulary	Aesthetic, cladding, design criteria, evaluation, frame structure, reinforce, stable, structure, target audience, target customer, texture, structure	Aesthetic, assemble, design criteria, evaluation, fabric fastening, running stitch, stencil, target audience, target customer, template	Air resistance, design criteria, function, kinetic energy, mechanism Adapt, budget, evaluation, ingredients, method,

				prototype, quantity, recipe, unit of measurement
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	Term	Autumn	Spring	Summer
RE	Deliberate Practice (Skills)	<ul style="list-style-type: none"> Pupils are able to engage in simple exegesis of sacred texts, making simple interpretations of what they may mean. Pupils are able to make links between different passages within a sacred text and summarise some beliefs (e.g. beliefs about God/the Divine). Pupils are able to make links between sacred texts and the contexts in which people live. Pupils are beginning to explain simple philosophical arguments for/against. Pupils can explain how communal worldviews might differ from or express organised worldviews differently, using ethnographic study as a method. Pupils are able to make links between different passages within a sacred text and summarise some beliefs (e.g. beliefs about God/the Divine). Pupils are able to do 'engaged looking' at sacred/religious art to explore its theological significance and the manner in which the historical-social-geographical context of the art/architecture shapes its meaning. Pupils can develop simple metaphors and similes for metaphysical philosophical ideas. Pupils can create longer surveys (e.g. 5-6 questions) that ask questions aimed at exploring lived expressions of worldviews and how beliefs may be interpreted. Pupils are beginning to summarise and question data related to religion more independently. Pupils can explain historical events simply, making connections with their significance and meaning today. Pupils can ask questions when interviewing individuals that will help them to better understand the connection between belief and lived practice. <div> Deliberate Practise Vocabulary: Worldviews Theology, Philosophy, Social and human science, discipline, concept </div>		
		Jewish Enquiry Questions: <ul style="list-style-type: none"> Why are festivals so important for those with Jewish worldviews (remembering) Why is it important to gather together as Jewish people (Synagogue) Why does following commandments matter in Jewish worldviews		
	Knowledge Assessment questions:	Unit K2.4 <u>Assessment questions</u> <u>How might your worldview lead you to do hard things for good reasons?</u> <ul style="list-style-type: none"> Do pupils know that sacred texts are interpreted by individuals and communities (hermeneutics= art or skill of interpretation) and this can be literally, symbolically, metaphorically, analogically, spiritually? Do pupils know that important concepts and beliefs can be drawn from several different places in a sacred text? Do pupils know that some important ideas about life are abstract (metaphysical) in nature but no less important e.g. love, forgiveness, peace? 	Unit K2.5 <u>Assessment questions</u> <ul style="list-style-type: none"> <u>What or who is 'God' and how is the divine understood in theistic worldviews?</u> Do pupils know that sacred texts are interpreted by individuals and communities (hermeneutics= art or skill of interpretation) and this can be literally, symbolically, metaphorically, analogically, spiritually? Do pupils know that sacred texts contain ideas about God/the Divines that are often hard for those outside of the faith community to understand and may be metaphorical or built on images? Do pupils know that sacred art and architecture can communicate theological and spiritual ideas and that artists can communicate their own worldviews through art, the 'situatedness' of which matters? Do pupils know that the reasons for belief in God and the supernatural can vary and that people may turn to logic, reason, revelation and tradition as they talk about and try to justify those beliefs? 	Unit K2.6 & Unit K2.7 <u>Assessment questions</u> <u>Do you have to be part of a faith community to express an organised worldview?</u> <ul style="list-style-type: none"> Do pupils know that routine and repetition are often important to worldviews and can be observed (e.g. rituals and routines for worship at home and at a local place of worship) via ethnographic study? Do pupils know that an individual worldview may deviate from an organised worldview as life is lived out? (for example, some people may not regularly worship with the rest of the faith community or do all the set prayers of their organised worldview). <u>Assessment questions</u> Unit 2.7 <u>How have religion and history entwined in this area?</u> <ul style="list-style-type: none"> Do pupils know that religion and history can often entwine and what happens in the past can still be significant in the present?

				Do pupils understand that an individual worldview may deviate from an organised worldview as life is lived out?
	Vocabulary	sacrifice tzedakah fasting zakat sawm pilgrimage Ramadan hajj Lent non-violence charity worldview resist sacred	Divine Deity Theistic Monotheistic Polytheistic Pantheistic Non-theistic Worship Absolute Holy Trinity Prophet Transcendent Immanent Genderless Eternal Puja Avatar soul	sahajdhari keshdhari Khalsa amrit Langar Aid gurdwara organised worldview mezuzah shabbat synagogue personal worldview communal worldview architecture ritual monastery Catholic dissolution metta sewa reconciliation century priory medieval Protestant Humanist Dhukka synagogue chaplainc
	Term	Autumn	Spring	Summer
PE	Deliberate Practice (Skills)	<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through at perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to ac 		
	Knowledge Assessment questions:	<u>Assessment Questions</u> <p>Dance</p> <ul style="list-style-type: none"> Can children evaluate and improve a dance performance? Can children name the muscles/body parts that they need to warm up and cool down for dance? Can children respond to a stimulus to create movement patterns? <p>Gymnastics</p> <ul style="list-style-type: none"> Can children show a range of symmetric and asymmetric actions, shapes and balances? Can children control actions? Can children move from floor to apparatus safely? Can children evaluate their performance? Can children say what they need to do improve their performance? <p>Can children talk about the importance of exercise and some of the effects it has on their body?</p>	<u>Assessment Questions</u> <p>Invasion Games</p> <ul style="list-style-type: none"> Can children show you accuracy when passing a ball? Can children show you how to send and receive a ball using different ways? Overarm/underarm/ chest pass/ bounce pass Can children travel whilst maintaining control of a ball? Can children explain how to organise themselves to play an invasion game? Can children evaluate their performance? Can children say what they need to do improve their performance? Can children talk about the importance of exercise and some of the effects it has on their body? 	<u>Assessment Questions</u> <p>Athletics</p> <ul style="list-style-type: none"> Can children choose skills and equipment to meet challenges set? Can children change speed or technique to meet challenges set for running, jumping and throwing? Can children tell you what their body feels like when exercising? Can children describe what happens to their bodies during exercise? Can children evaluate their performance? Can children say what they need to do improve their performance? Can children talk about the importance of exercise and some of the effects it has on their body?
	Vocabulary	<p>Dance</p> <p>timing, stimulus, translating, freely, improvise Spatial awareness</p> <p>Gymnastics</p> <p>Combine Rotation Against Towards Across Evaluate Improve Height Strength Suppleness Stamina Speed Level Wide Tucked Straight Twisted Constructive Points Twist Turn Safety Refine Agility Strength, Technique, Control Balance Evaluate Improve Shapes - Health and fitness – tuck, straddle, pike, arch, back support, Spatial awareness Repeat Dance Character Repetition Action Reaction Pattern Movement Evaluate Improve Agility Flexibility Strength, Technique,</p>	Possession Scoring Space Pass/send/receive Dribble Travel Team Striking Bowling Throwing Fielding Combinations Co -ordination Fluency Co -operation Competition Technique Partner Points Goals Rules Tactics Batting Fielding Bowler Wicket Tee Base Boundary Innings Rounder Backstop Court Target Net Defending Hitting Stance Offside Pitch Running Technique	Running Technique Pace Accuracy Power Throw High Low Skip Aim Fast Slow Bounce Jump Leap Hop Run Target Overarm Underarm Walking Jogging Accelerate Baton Relay Push Take off Landing Health and fitness – warm up/ cool down
	Term	Autumn	Spring	Summer

Music	Deliberate Practice (Skills)	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different cultures and from great composers and musicians develop an understanding of the history of music. 			<div>Deliberate Practise Vocabulary:</div> <div>Solo, ensemble, performance, notation, composer, musician, fluency, control, pitch, high, low, pulse, rhythm, dynamics, melody, tempo.</div>
	Knowledge Assessment questions:	Unit 2 – Glockenspiel Stage 2 - To develop the playing of the glockenspiel learning more complex rhythm patterns <u>Assessment Questions</u> <ul style="list-style-type: none"> Can children play the instrument carefully to get the correct sound? Can children play and read the notes CDE and F? Can children play and read the notes CDE and F with improvisation? Can children compose a simple piece using the notes CDE and F?	Unit 3 – STOP! - To explore the genre of Grime and other modern forms of music. <u>Assessment Questions</u> <ul style="list-style-type: none"> Can children Identify the structure of the song? Can children name the instruments and voices used? Can children find the pulse in a piece of music? Can children write lyrics linked to the theme? 	Unit 4 – Lean on Me - To understand the genre of Soul/Gospel music. <u>Assessment Questions</u> <ul style="list-style-type: none"> Can children compose a simple melody using simple rhythms and use it as part of a performance? As above with the notes F,G and A? As above with C D F G A? Can children identify the themes and empathise with the emotions by listening and singing?	
	Vocabulary	Unit 2 - Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture, structure, melody	Unit 3 - Structure, introduction, verse, chorus, improvise, compose pulse, rhythm, compose, perform, dynamics, tempo, hook, riff, melody, solo, turntables, synthesisers	Unit 4 - Unison, by ear, notation, structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, compose, perform, dynamics, tempo, hook, riff, melody, solo	



	Term	Autumn	Spring	Summer
French	Deliberate Practice (Skills)	<ul style="list-style-type: none">listen attentively to spoken language and show understanding by joining in and respondingexplore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of wordsengage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*speak in sentences, using familiar vocabulary, phrases and basic language structuresdevelop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*present ideas and information orally to a range of audiences*read carefully and show understanding of words, phrases and simple writingappreciate stories, songs, poems and rhymes in the languagebroaden their vocabulary and develop their ability to understand new words that are introduced into familiar contexts, including through using a dictionarywrite phrases from memory, and adapt these to create new sentences, to express ideas clearlydescribe people, places, things and actions orally* and in writing <div>Deliberate Practise Vocabulary (in French) Hello, goodbye, other simple greetings, listen, look, yes, no, I like , I do not like, my name is, Numbers, months, days, colours, days of the week, time, date, weather</div>		
	Knowledge Assessment questions:	<p>On y va! -Stage 2</p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none">Can children name places where French is spoken and find them on a map?Can children say weather and transport words in French?Can children recognise and order the days of the week in French?Can children join sentences with et and mais ?Can children talk in French about ways in which people travel ?Can children understand others saying how they	<p>Raconte-moi une histoire - Stage 2</p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none">Can children understand a familiar story in French?Can children make links between French words and familiar words?Can children use a dictionary to add to a 'qu' wordbank ?Can children distinguish between the French sounds on and en/an ?Can children understand that some adjectives have an 'e' added to the end when they describe a feminine noun (e.g. grand/grande, méchant/méchante) ?	<p>Quel temps fait-il – Stage 2</p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none">Can children say what the weather is like in French?Can children recognise weather expressions in French ?Can children use Je porte (what I am wearing) in sentences and recognise the names of items of clothing?Can children understand and form the date in French ?Can children ask and answer the questions Quelle est la date aujourd'hui ? and C'est quand ton anniversaire ?Can children understand the expression Quand (weather) il te faut (clothing) ?Can children create a weather forecast in French ?

		travel? <ul style="list-style-type: none"> Can children recognise that some final letters in French are silent (e.g. t, d) ? Can children write about travelling to different places and the weather ? Can children write familiar words in French from memory ? 	<ul style="list-style-type: none"> Can children choose an appropriate adjective to describe a character in a sentence, applying French grammar rules ? Can children classify words according to gender (adjectives) or phonics (on/an/en)? Can children recognise numbers in 10s to 100 in French to count in 10s to 100 in French? 	<ul style="list-style-type: none"> Can children recite a poem using good intonation and pronunciation, distinguishing between eu, au and en/an?
	Vocabulary	Je vais à l'école. I go/I'm going to school. à pied on foot en voiture by car en vélo by bike en bus by bus en train by train Où vas-tu ? Where are you going? Je vais ... I'm going ... en Belgique to Belgium en France to France Il fait chaud. It's hot. Il fait froid. It's cold. Il fait beau. It's fine weather. Il fait mauvais. It's bad weather. Il fait du soleil. It's sunny. Il fait du vent. It's windy. Il pleut. It's raining. lundi, mardi, Monday, Tuesday, mercredi, jeudi, vendredi, Wednesday, Thursday, Friday, samedi, dimanche Saturday, Sunday et and	Regardez. Look. Répétez. Repeat. Écoutez. Listen. 40-90: quarante, cinquante, 40-90: forty, fifty, soixante, soixante-dix, sixty, seventy, quatre-vingts, eighty, quatre-vingt-dix, cent ninety, a hundred Il/Elle est ... He/She is ... grand(e) big petit(e) small vrai, faux true, false Levez-vous. Stand up/Get up. Asseyez-vous. Sit down. Levez la main. Put your hand up. Taisez-vous. Be quiet. Venez ici. Come here. charmant(e) charming méchant(e) wicked/bad/naughty	Il neige. It's snowing. Il gèle. It's freezing/icy Quand ..., il te faut ... When ..., you need ... Il fait ... degrés. It's ... degrees. moins deux, etc. minus two, etc. lundi, le 5 juin, etc. Monday 5th June, etc. le 5 juin, etc. the 5th June, etc. un manteau a coat un chapeau a hat un parapluie an umbrella une écharpe a scarf des gants (m. pl.) gloves des bottes (f. pl.) boots des lunettes de soleil (f. pl.) sunglasses



	Term	Autumn		Spring		Summer	
PSHE	Theme	Being me In my world / Celebrating Difference				Dreams and Goals/ Healthy Me	
	Knowledge Assessment questions:	<p>The children explore being part of a team. They talk about attitudes and actions and their effects on the whole class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy, what its purpose is and how it works. The children learn about considering other people's feelings.</p> <ul style="list-style-type: none">Know their place in the school communityKnow what democracy is (applied to pupil voice in school)Know how groups work together to reach a	<p>The children consider the concept of judging people by their appearance, of first impressions and of what influences their thinking on what is normal. They explore more about bullying, including online bullying and what to do if they suspect or know that it is taking place. The children share their own uniqueness and what is special about themselves.</p> <ul style="list-style-type: none">Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullyingKnow the reasons why witnesses sometimes join in with bullying and don't tell anyoneKnow that	<p>The children consider their hopes and dreams. They discuss how it feels when dreams don't come true and how to cope with feelings of disappointment. The children discuss making new plans and setting new goals even if they have been disappointed. The class explore group work and overcoming challenges together.</p> <ul style="list-style-type: none">Know how to make a new plan and set new goals even if they have been disappointedKnow how to work as part of a successful groupKnow how to share in the success of a groupKnow what their own hopes and dreams are	<p>The children look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and what role they play. The children also learn about smoking and its effects on health; they do the same with alcohol and then look at the reasons why people might drink or smoke. Finally, they learn about peer pressure and how to deal with it successfully.</p> <ul style="list-style-type: none">Know that there are leaders and followers in groupsKnow the facts about smoking and its effects on healthKnow the facts about alcohol and its effects on health, particularly the liverKnow ways to resist when people are	<p>Children explore jealousy and loss/ bereavement. They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. The children learn that change is a natural in relationships. Children revisit skills of negotiation particularly to help manage a change in a relationship. They also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe.</p> <ul style="list-style-type: none">Know some reasons why people feel jealousyKnow that loss is a normal part of relationshipsKnow that negative feelings are a normal	<p>Bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. Conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm.</p> <ul style="list-style-type: none">Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a spermKnow that babies are made by a sperm joining with an ovumKnow the names of the different internal

		<ul style="list-style-type: none"> consensus Know that having a voice and democracy benefits the school community Know about the different roles in the school community Know that their own actions affect themselves and others Identify the feelings associated with being included or excluded Be able to take on a role in a group discussion / task and contribute to the overall outcome Know how to regulate my emotions Make others feel cared for and welcome Recognise the feelings of being motivated or unmotivated 	<ul style="list-style-type: none"> sometimes people make assumptions about a person because of the way they look or act Know there are influences that can affect how we judge a person or situation Be comfortable with the way they look Try to accept people for who they are Be non-judgemental about others who are different Identify influences that have made them think or feel positively/negatively about a situation Identify feelings that a bystander might feel in a bullying situation Identify reasons why a bystander might join in with bullying Revisit the 'Solve it together' technique to practise conflict and bullying scenarios Identify their own uniqueness 	<ul style="list-style-type: none"> Know that hopes and dreams don't always come true Know that reflecting on positive and happy experiences can help them to counteract disappointment Know how to work out the steps they need to take to achieve a goal Have a positive attitude Can identify the feeling of disappointment Be able to cope with disappointment Can identify what resilience is Can identify a time when they have felt disappointed 	<ul style="list-style-type: none"> putting pressure on them Know what they think is right and wrong Know how different friendship groups are formed and how they fit into them Can identify the feelings that they have about their friends and different friendship groups Recognise negative feelings in peer pressure situations Can identify the feelings of anxiety and fear associated with peer pressure Can tap into their inner strength and know-how to be assertive 	<ul style="list-style-type: none"> part of loss Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe Can identify the feelings and emotions that accompany loss Can suggest strategies for managing loss Can tell you about someone they no longer see Can suggest ways to manage relationship changes including how to negotiate 	<ul style="list-style-type: none"> and external body parts that are needed to make a baby Know how the female and male body change at puberty Know that change can bring about a range of different emotions Know that personal hygiene is important during puberty and as an adult Can appreciate their own uniqueness and that of others Can express any concerns they have about puberty Have strategies for managing the emotions relating to change
	Vocabulary	Included, Excluded, Role, Job Description, School Community, Democracy, Democratic, Decisions, Voting, Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC)	Character, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Secret, Deliberate, On purpose, Bystander, Witness, Problem-solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression, Changed	Hope, Determination, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise	Friendship, Emotions, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong	Relationship, Close, Jealousy, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love.	Personal, Unique, Characteristics, Parents, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance