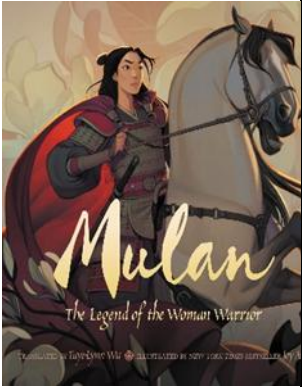
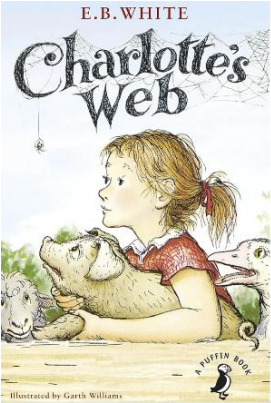
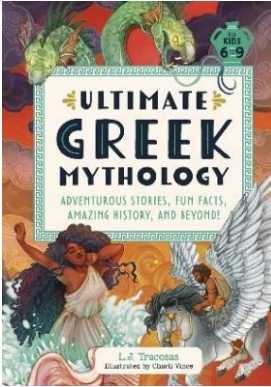
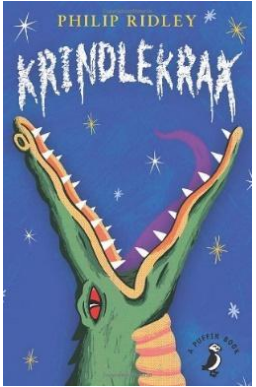


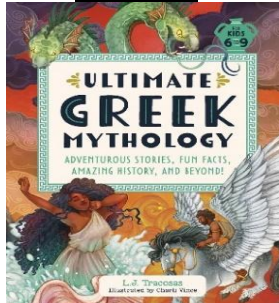
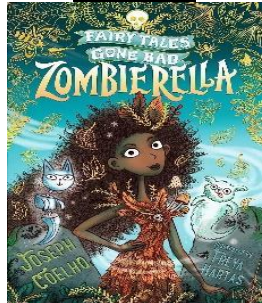
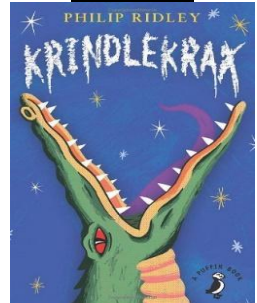
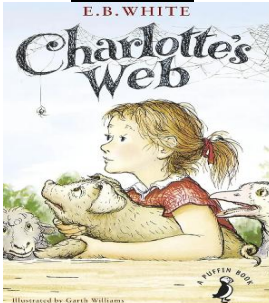
Year 4 LTP 2026-27

	Autumn		Spring		Summer	
	7 weeks + 1 day Black History Month	7 weeks	6 weeks Aspiration week	5 weeks	7 weeks	7 weeks STEM week
Trips and community links	Local walk London walk	Las Iguanas Geography fieldwork	British Museum	Science Museum	Museum of London	Residential - camping
<u>Foundation Enquiry:</u>	INK AND IRON: THE ART OF MULAN 	SOUTH AMERICAN FLAVOURS 	A LASTING LEGACY: THE ANCIENT GREEKS 	SOUTH AMERICA 	GAME CREATORS 	INVASION & INFLUENCE: ROMAN BRITAIN 
	Scenario: The Emperor of China wants to tell the story of Mulan to the people of his empire. Outcome: The Emperor would like you to create a piece of art inspired by traditional Chinese ink paintings. Art: Create sketchbooks to record their observations and use them to review and revisit ideas Art: Drawing	Scenario: Carnival is in town! You have been employed as a chef to create a South American inspired dish to serve at the event. Outcome: Create a healthy, balanced seasonal meal including a drink, inspired by South American cuisine. DT: Cooking and Nutrition Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active	Question: What were the greatest achievements of the Ancient Greeks? Outcome: Create a vase based on the key achievements of the Ancient Greeks with a focus on power, invasion & settlement and society & legacy. History: Historical Skills Place some historical periods in a chronological framework	Question Which impact of deforestation do you think is the most serious? Outcome: Create a group PowerPoint presentation outlining reasons as to why this impact is most serious. Geography: Locational Knowledge Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics,	Scenario: Smyths toy store have asked you to create an interactive buzz game. Outcome: Create a buzz game that includes an electrical circuit, aimed at 6-10 year olds. DT: Design - Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience - Create designs using exploded diagrams DT: Make	Question: What did the Romans do for us? Outcome: Each class to present a class History: Historical Skills - Place some historical periods in a chronological framework - Use historical terms related to the period of study - Use sources of information in ways that go beyond simple observations to answer

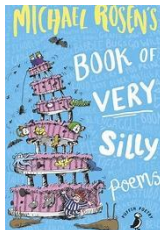
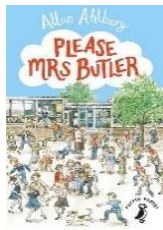
• Improve their mastery of art and design techniques, including drawing, with a range of materials • Use shading to show light and shadow effects • Use different materials (e.g. pastel, chalk, felt-tips) • GD Use different materials (e.g. pastel, chalk, felt-tips) and explain their choices <u>Art: Painting</u> • Improve their mastery of art and design techniques, including painting with a range of materials • Use varied brush techniques to create shapes, patterns and lines • GD Use varied brush techniques to create shapes, textures, patterns and lines <u>Art: Work of Other Artists</u> • Express an opinion on the work of famous, notable artists and refer to techniques and effect • Reflect upon their work inspired by a famous, notable artists • GD Reflect upon their work inspired by a famous, notable artist and the development of their art skills <u>Art: Sculpture</u> • Improve their mastery of art and	• Understand seasonality and the advantages of eating seasonal and locally produced food • Read and follow recipes • GD Read and follow recipes which involve several processes, skills and techniques <u>Geography: Geographical Skills and Fieldwork</u> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four 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 historical terms related to the period of study • Use sources of information in ways that go beyond simple observations to answer questions about the past • Use a variety of resources to find out about aspects of life in the past • Communicate their learning in an organised and structured way, using appropriate terminology • GD Use and evaluate the reliability of a variety of resources to find out about aspects of life in the past • GD Understand that sources can contradict each other <u>History: Golden Threads: Power, Invasion & Settlement and Society & Legacy</u> • Describe Ancient Greek life and achievements and their influence on the western world	countries, and major cities. • Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. • GD Make predictions and draw conclusions relating to their fieldwork based on their own observations and geographical understanding. <u>Geography: Human and Physical Geography</u> • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts and the water cycle. • GD Describe how regions have changed over time and understand that people hold different views about that change. • GD Explain why there is a relationship between climate and biome using appropriate vocabulary. <u>Geography: Place Knowledge</u> • Understand geographical similarities and differences through the study of human	• Use techniques which require more accuracy to cut, shape, join and finish their work • Use their knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them • GD Use techniques to accurately cut, shape, join and finish their work • GD Use their knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them, giving reasons for their choices <u>DT: Evaluate</u> • Consider how existing products and their own finished products might be improved • GD Consider how existing products and their own finished products might be improved and how well they meet the needs of the intended user <u>DT: Technical Knowledge</u> • Apply techniques they have learnt to strengthen structures and explore their own ideas	questions about the past • Use a variety of resources to find out about aspects of life in the past • Communicate their learning in an organised and structured way, using appropriate terminology • GD Use and evaluate the reliability of a variety of resources to find out about aspects of life in the past • GD Understand that sources can contradict each other <u>History: Golden Threads: Power, Invasion & Settlement and Society & Legacy</u> • Describe the Roman Empire and its impact on Britain
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	design techniques, including sculpting with a range of materials • Use clay and other malleable materials and practice joining techniques • GD Add materials to the sculpture to create detail			and physical geography of a region of the United Kingdom and a region within South America.	• Understand and use electrical systems in products	
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English – writing Transcription - Spell most of the words on the Y3/4 spelling list (see NC appendix) correctly - Use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto- - Understand and add suffixes -ation, -ous - Spell homophones accept/except, affect/effect, ball/bawl - Spell most of the Y3/4 common exception words (see NC appendix) correctly - Produce legible and joined handwriting GD Spell all of the words on the Y3/4 spelling list (see NC appendix) correctly GD Spell all of the Y3/4 common exception words (see NC appendix) correctly - Use the first three or four letters of a word to check its spelling in a dictionary Composition - Proof-read for spelling and punctuation errors GD Evaluate and edit by assessing the effectiveness of his/her own and others' writing and	Core text:  Writing outcomes: Persuasive letter Third person narrative Composition - Proof read for spelling and punctuation - Organise paragraphs around a theme - Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose Vocabulary, Grammar and Punctuation - Use fronted adverbials e.g. Later that day, I heard the bad news. - Use commas after fronted adverbials - Use inverted commas to punctuate direct speech - Use expanded noun phrases to add specific detail to writing GD Use inverted commas to punctuate direct speech, always correctly	Core text:  Writing outcomes: Narrative – first person retell Setting description Composition - Organise paragraphs around a theme - Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose - Begin to make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Vocabulary, Grammar and Punctuation - Use inverted commas to punctuate direct speech - Use simple organisational devices in non-narrative writing - Use expanded noun phrases to add specific detail to writing - Use fronted adverbials e.g. Later that day, I heard the bad news. - Use commas after fronted adverbials	Core text:  Writing outcomes: Character description Non chronological report Composition - Proof read for spelling and punctuation - Organise paragraphs around a theme - Use simple organisational devices in non-narrative writing GD Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Vocabulary, Grammar and Punctuation - Understand the grammatical difference between plural and possessive –s - Use apostrophes to mark plural possession e.g. the girl's name, the girls' names	Core text:  Writing outcomes: Poetry Informative guide Composition - Proof read for spelling and punctuation - Organise paragraphs around a theme - Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose - Begin to make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Vocabulary, Grammar and Punctuation - Use inverted commas to punctuate direct speech - Use simple organisational devices in non-narrative writing - Use expanded noun phrases to add	Core text:  Writing outcomes: Alternative ending Advert (linked to DT outcome) Composition - Proof read for spelling and punctuation - Organise paragraphs around a theme - Use simple organisational devices in non-narrative writing Vocabulary, Grammar and Punctuation - Use inverted commas to punctuate direct speech - Use fronted adverbials e.g. Later that day, I heard the bad news. - Use commas after fronted adverbials - Use expanded noun phrases to add specific detail to writing - Understand the grammatical difference between	Core text:  Dream – Literacy Shed Writing outcomes: Narrative - emotive account Comparison- London and Rio (linked to geography outcome) Composition - Proof read for spelling and punctuation - Organise paragraphs around a theme Vocabulary, Grammar and Punctuation - Use fronted adverbials e.g. Later that day, I heard the bad news. - Use commas after fronted adverbials - Use inverted commas to punctuate direct speech - Understand the grammatical difference between plural and possessive –s - Use apostrophes to mark plural possession e.g. the
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suggesting improvements <u>Vocabulary, Grammar and Punctuation</u> - Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done - Understand the following terminology: determiner; pronoun, possessive pronoun; and adverbial	GD Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements GD Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	- Use apostrophes to mark plural possession e.g. the girl's name, the girls' names GD Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements GD Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	- Use expanded noun phrases to add specific detail to writing - Use fronted adverbials e.g. Later that day, I heard the bad news. - Use commas after fronted adverbials - Begin to make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition GD Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements GD Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	specific detail to writing - Use fronted adverbials e.g. Later that day, I heard the bad news. - Use commas after fronted adverbials - Use apostrophes to mark plural possession e.g. the girl's name, the girls' names GD Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements	plural and possessive –s - Use apostrophes to mark plural possession e.g. the girl's name, the girls' names GD Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements GD Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	girl's name, the girls' names Use expanded noun phrases to add specific detail to writing
English – whole class reading <u>Word Reading</u> Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and	<u>Main text:</u> Fluency	<u>Main text:</u> Fluency	<u>Main text:</u> 	<u>Main text:</u> 	<u>Main text:</u> 	<u>Main text:</u> 

to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; • Read most Y4 common exception words (see NC appendix) • GD Read all Y4 common exception words (see NC appendix) <u>Comprehension</u> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Read a wide range of books, including fairy stories, myths and legends, and retell 2-3 of these orally • Develop positive attitudes to reading and understanding of what they read • Participate in reasoned discussion about books, poems and other material that are read to them and those they can read for themselves, taking turns and listening to what others say • GD Participate in clear reasoned discussion about books, poems	Fluency	Fluency	<u>Comprehension</u> • Discuss words and phrases that capture the reader's interest and imagination • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Predict what might happen from details stated and implied • Identify how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials • GD Discuss words and phrases that capture the reader's interest and imagination and explain the impact on the reader	<u>Comprehension</u> • Use dictionaries to check the meaning of words that they have read • Identify themes and conventions in a wide range of books • Ask questions to improve their understanding of text with increasing complexity • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence clearly taken from the text • Identify main ideas drawn from more than one paragraph and summarise these • Retrieve and record information from non-fiction over a wide range of subjects	<u>Comprehension</u> • Use dictionaries to check the meaning of words that they have read • Identify themes and conventions in a wide range of books • Ask questions to improve their understanding of text with increasing complexity • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence clearly taken from the text • Identify main ideas drawn from more than one paragraph and summarise these • Retrieve and record information from non-fiction over a wide range of subjects	<u>Comprehension</u> • Discuss words and phrases that capture the reader's interest and imagination • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Predict what might happen from details stated and implied • Identify how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials • GD Discuss words and phrases that capture the reader's interest and imagination and explain the impact on the reader
		<u>Poetry:</u>		<u>Poetry:</u>		<u>Poetry:</u>

and other material that are read to them and those they can read for themselves, taking turns and listening to what others say	- Recognise some different forms of poetry e.g. free verse, narrative poetry - Participate in reasoned discussion about poems, taking turns and listening to what others say 	- Recognise some different forms of poetry e.g. free verse, narrative poetry - Participate in reasoned discussion about poems, taking turns and listening to what others say 	- Recognise some different forms of poetry e.g. free verse, narrative poetry - Participate in reasoned discussion about poems, taking turns and listening to what others say 			
Maths	<u>Number and Place Value</u> - Count in multiples of 6, 7, 9, 25 and 1000 - Find 1000 more or less than a given number - Count backwards through zero to include negative numbers - Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) - Order and compare numbers beyond 1000 - Round any number to the nearest 10, 100 or 1000 - Solve number and practical problems that involve all of the above and with increasingly large positive numbers GD Identify, represent and estimate numbers using different representations including measures GD Read Roman numerals to 100 (I to	<u>Number - Addition and Subtraction</u> - Add numbers with up to four digits using the formal method of column addition - Subtract numbers with up to four digits using the formal method of column subtraction - Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why GD Estimate and use inverse operations to check answers to a calculation <u>Number – Multiplication and Division</u> - Recall multiplication and division facts for multiplication tables up to 12 × 12 - Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers GD Recognise and use factor pairs and	<u>Number – Multiplication and Division</u> - Multiply two-digit and three-digit numbers by a one-digit number using formal written layout - Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects GD Recognise and use factor pairs and commutativity in mental calculations <u>Measurement</u> - Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres	<u>Number – Fractions</u> - Recognise and show, using diagrams, families of common equivalent fractions - Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten - Add and subtract fractions with the same denominator - Recognise and write decimal equivalents of any number of tenths or hundredths - Recognise and write decimal equivalents to 1/4, 1/2, 3/4 GD Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number	<u>Number – Fractions</u> - Round decimals with one decimal place to the nearest whole number - Compare numbers with the same number of decimal places up to two decimal places - Solve simple measure and money problems involving fractions and decimals to two decimal places <u>Measurement</u> - Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days - Convert between different units of measure e.g. kilometre to metre; hour to minute GD Estimate, compare and calculate different measures, including money in pounds and pence GD Read, write and convert time	<u>Geometry – Properties of Shape</u> - Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes - Identify acute and obtuse angles and compare and order angles up to two right angles by size - Identify lines of symmetry in 2-D shapes presented in different orientations - Complete a simple symmetric figure with respect to a specific line of symmetry GD Begin to recognise where angles are greater than two right angles. GD Know the term straight angle referring to two right angles together <u>Geometry – Position and Direction</u>

	C) and know that over time, the numeral system changed to include the concept of zero and place value	commutativity in mental calculations	Find the area of rectilinear shapes by counting squares		between analogue and digital 12- and 24-hour clocks	- Describe positions on a 2-D grid as coordinates in the first quadrant - Describe movements between positions as translations of a given unit to the left/right and up/down - Plot specified points and draw sides to complete a given polygon <u>Statistics</u> - Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs - Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs
Science	<u>We are zoologists!</u> Context: Cambridge University's Museum of Zoology would like us to find out about British wildlife and report back to them on how we can support our local environment. <u>Living Things and their Habitats</u> - Recognise that living things can be grouped in a variety of ways - Explore and use classification keys to	<u>We are chefs!</u> Context: The children will learn about states of matter and how this relates to the cooking world specifically how cooling and heating can be used to manipulate food. <u>States of Matter</u> - Compare and group materials together, according to whether they are solids, liquids or gases - Observe that some materials change state when they are heated or cooled, and measure	<u>We are sound technicians!</u> Context: The Sony Group employ lots of sound technicians to create and test their products. Let's see how sound can help us become sound engineers! <u>Sound</u> Identify how sounds are made, associating some of them with something vibrating	<u>We are doctors!</u> Context: The Royal Society of medicine would like you to create a model of the digestive system to present to their students. <u>Animals Including Humans</u> - Describe the simple functions of the basic parts of the digestive system in humans - Identify the different types of teeth in	<u>We are electricians!</u> Context: You have been employed as an electrician by Corky the caretaker. You will need to apply all of your learning to help Ruskin. <u>Electricity</u> - Identify common appliances that run on electricity - Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs,	<u>Sustainability</u> - Understand the properties of compostability and durability - Investigate the circular economy i.e. "repairing vs replacing" - Describe and understand the key aspects of human geography, including economic activity, distribution of natural resources and energy

	help group, identify and name a variety of living things in their local and wider environment • Recognise that environments can change and that this can sometimes pose dangers and have an impact on living things	or research the temperature at which this happens in degrees Celsius (°C) • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	• Recognise that vibrations from sounds travel through a medium to the ear • Find patterns between the pitch of a sound and features of the object that produced it • Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases	humans and their simple functions • Construct and interpret a variety of food chains, identifying producers, predators and prey	switches and buzzers • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • Recognise some common conductors and insulators, and associate metals with being good conductors	• Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Compare and group together everyday materials on the basis of their properties • 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 • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
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						• 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 • GD Understand the link between consumer choice and climate change • GD Begin to understand climate justice and injustice
<u>Working Scientifically</u> • Ask relevant questions and use different types of scientific enquiries to answer them • Set up simple practical comparative enquiries • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Gather, record, classify and present data in a variety of ways to help in answering questions • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Report on findings from enquiries, including oral and written explanations of results and conclusions • Use results to draw simple conclusions • Identify differences, similarities or changes related to simple scientific ideas and processes • Use straightforward scientific evidence to answer questions or to support their findings • GD Set up simple practical enquiries, comparative and fair tests • GD Gather, record, classify and present data in a variety of ways to help in answering questions including from secondary sources of information • GD Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • GD Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions						
RE	<u>Hinduism unit 3: Hindu Life</u> • Know why the natural world is important to Hindus • Know how the belief about creation leads to vegetarianism and ahimsa • Know which places are important to Hindus • GD Ask questions about puzzling	<u>Christianity unit 6: Local Christian Places of Worship</u> • Know that there are many different types of Christian places of worship • Know why prayer is important • Know about the features of different Christian places of worship	<u>Islam unit 3: Ramadan and Eid-ul-Fitr</u> • Know why Muslims fast during Ramadan • Know why giving charity (Zakat) is an important part of Ramadan • Know about the Muslim festival Eid –ul-Fitr	<u>Judaism unit 3: The Synagogue</u> • Know how Jews show that God is present in the Synagogue • Know how the Torah helps Jewish people understand what being Jewish means • GD Give reasons why people belong to religions	<u>Sikhism unit 3: The Gurdwara and the Guru Granth Sahib</u> • Know how the Gurdwara is a centre for worship and demonstrates Sikh values • Know why the Guru Granth Sahib is 'The Everlasting Guru'	<u>Sikhism unit 4: Belonging to the Sikh Community</u> • Know why the Guru Gobind Singh is important to Sikhs • Know the significance of the Amrit Ceremony

	aspects of life and experience • GD Suggest answers based on religious teachings	• Know what similarities there are in what Christians believe • GD Compare some religious beliefs, teachings and practices • GD Give examples of what commitment means in everyday life				
PSHE <u>Being My Best</u> • GD Demonstrate leadership in group tasks • GD Support fairness and challenge injustice where seen	<u>Living in the Wider World</u> • Understand safety near railways, crossings and in unfamiliar environments.		<u>Health and Wellbeing</u> • Understand that support is available if they feel isolated or sad. • Explore how being active helps with sleep, mood and focus. • Begin learning about growing and changing, including body part names.		<u>Relationships</u> • Discuss what makes relationships within families healthy and respectful. • Explore traits of supportive friendships like honesty, trust, and generosity. • Understand how to be assertive without being unkind; manage feelings respectfully. • Recognise safe vs unsafe contact and how to say "no" confidently.	
Computing	<u>LIFE SKILLS</u> • Use search technologies effectively • Begin to learn how to touch type • GD Be able to touch type	<u>DIGITAL LITERACY</u> • Know that companies are gathering information about me based upon my online footprint • Understand that not everything online is true • Identify a range of ways to report concerns about content and contact • GD Understand that information collected about me is used to target advertisements	<u>DIGITAL LITERACY</u> • Explain how to change the composition, colour and content of images • Understand that not everything online is true • GD Evaluate how changes can improve an image	<u>PROGRAMMING</u> • Begin to design, write and debug programs that accomplish specific goals • Use sequence, selection and repetition in programs • Work with variables and more than one form of input and output • Detect and correct errors in algorithms and programs • Use physical computing components using sensors, buttons and lights	<u>PROGRAMMING</u> • Begin to design, write and debug programs that accomplish specific goals • Use sequence, selection and repetition in programs • Work with variables and more than one form of input and output • Detect and correct errors in algorithms and programs • GD Be able to decompose a problem and create an algorithm or series of algorithms to solve a problem	<u>LIFE SKILLS</u> • Be able to record and edit audio files • Combine audio clips to enhance the effect • Evaluate the use of audio • Use search technologies effectively • GD Edit audio files independently
PE	<u>INDOOR:</u> Ball-skills	<u>INDOOR:</u> Gymnastics	<u>INDOOR:</u> Fitness	<u>INDOOR:</u> Yoga	<u>INDOOR:</u> Dance	<u>OUTDOOR:</u> Forest school

	<u>OUTDOOR:</u> Hockey Mulberry swimming	<u>OUTDOOR:</u> Football Mulberry swimming	<u>OUTDOOR:</u> Netball Magnolia swimming	<u>OUTDOOR:</u> Cricket Magnolia swimming	<u>OUTDOOR:</u> Tennis Laburnum swimming	<u>OUTDOOR:</u> Athletics Laburnum swimming
Music	Rivers	Rock and roll	Rainforests	South America	Hanami festival	Romans
French	Portraits – describing in French	Clothes – getting dressed in French	French numbers, calendar and birthdays	French food		