




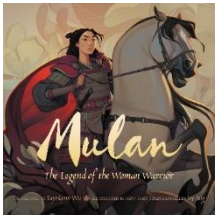
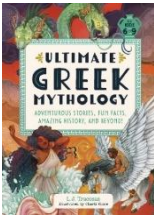
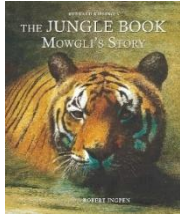

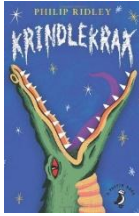






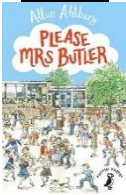
# Year 4 LTP 2025-26

	Autumn		Spring		Summer	
	8 weeks Cultural diversity week	7 weeks	6 weeks Aspiration week	5 weeks	6 weeks	7 weeks Operation outdoors week
<b>Trips and community links</b>	<ul style="list-style-type: none"> <li>British museum</li> <li>Visit from an artist</li> </ul>	<ul style="list-style-type: none"> <li>Theatre - Hercules</li> </ul>	<ul style="list-style-type: none"> <li>Kew gardens</li> </ul>	<ul style="list-style-type: none"> <li>Las Iguanas visit (week 2)</li> </ul>	<ul style="list-style-type: none"> <li>Police Officer/ Electrician</li> <li>Water sports trip</li> </ul>	<ul style="list-style-type: none"> <li>Lesnes Abbey workshop</li> <li>Camping residential</li> </ul>
<b>Foundation Enquiry:</b>	<p><b>INK AND IRON: THE ART OF MULAN</b></p>  <p>Scenario: The Emperor of China wants to tell the story of Mulan to the people of his empire.</p> <p>Outcome: The Emperor would like you to create a piece of art inspired by traditional Chinese ink paintings.</p> <p><b>Art:</b></p> <ul style="list-style-type: none"> <li>Create sketchbooks to record their observations and use them to review and revisit ideas</li> </ul> <p><b>Art: Drawing</b></p> <ul style="list-style-type: none"> <li>Improve their mastery of art and design techniques, including drawing, with a range of materials</li> </ul>	<p><b>A LASTING LEGACY: THE ANCIENT GREEKS</b></p>  <p>Question: What were the greatest achievements of the Ancient Greeks?</p> <p>Outcome: Create a vase based on the key achievements of the Ancient Greeks with a focus on power, invasion &amp; settlement and society &amp; legacy.</p> <p><b>History: Historical Skills</b></p> <ul style="list-style-type: none"> <li>Place some historical periods in a chronological framework</li> <li>Use historical terms related to the period of study</li> <li>Use sources of information in ways that go beyond simple observations to answer questions about the past</li> </ul>	<p><b>FLAVOURS OF SOUTH AMERICA</b></p>  <p>Question: Where do you stand on the topic of deforestation?</p> <p>Outcome: Compose an email to the Brazilian government expressing your opinions and ideas on the topic of deforestation.</p> <p><b>Geography: Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>Identify the position and significance of the Equator, Northern Hemisphere, Southern</li> </ul>	<p><b>SPARKY'S SECURITY SAFE</b></p>  <p>Scenario: Carnival is in town! You have been employed as a chef to create a South American inspired dish to serve at the event.</p> <p>Outcome: Create a healthy, balanced seasonal meal including a drink, inspired by South American cuisine.</p> <p><b>DT: Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>Understand what makes a healthy and balanced diet, and that different foods and drinks provide different</li> </ul>	<p><b>INVASION &amp; INFLUENCE: ROMAN BRITAIN</b></p>  <p>Question: What did the Romans do for us?</p> <p>Outcome: Work in groups to create a presentation detailing the influence the Roman Empire had on Britain and the rest of the world.</p> <p><b>History: Historical Skills</b></p> <ul style="list-style-type: none"> <li>Place some historical periods in a chronological framework</li> <li>Use historical terms related to the period of study</li> <li>Use sources of information in ways that go beyond simple observations to answer questions about the past</li> </ul>	

<ul style="list-style-type: none"> <li>Use shading to show light and shadow effects</li> <li>Use different materials (e.g. pastel, chalk, felt-tips)</li> <li><b>GD</b> Use different materials (e.g. pastel, chalk, felt-tips) and explain their choices</li> </ul> <p><b>Art: Painting</b></p> <ul style="list-style-type: none"> <li>Improve their mastery of art and design techniques, including painting with a range of materials</li> <li>Use varied brush techniques to create shapes, patterns and lines</li> <li><b>GD</b> Use varied brush techniques to create shapes, textures, patterns and lines</li> </ul> <p><b>Art: Work of Other Artists</b></p> <ul style="list-style-type: none"> <li>Express an opinion on the work of famous, notable artists and refer to techniques and effect</li> <li>Reflect upon their work inspired by a famous, notable artist</li> <li><b>GD</b> Reflect upon their work inspired by a famous, notable artist and the development of their art skills</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of resources to find out about aspects of life in the past</li> <li>Communicate their learning in an organised and structured way, using appropriate terminology</li> <li><b>GD</b> Use and evaluate the reliability of a variety of resources to find out about aspects of life in the past</li> <li><b>GD</b> Understand that sources can contradict each other</li> </ul> <p><b>History: Golden Threads: Power, Invasion &amp; Settlement and Society &amp; Legacy</b></p> <ul style="list-style-type: none"> <li>Describe Ancient Greek life and achievements and their influence on the western world</li> </ul> <p><b>Art: Sculpture</b></p> <ul style="list-style-type: none"> <li>Improve their mastery of art and design techniques, including sculpting with a range of materials</li> <li>Use clay and other malleable materials and practice joining techniques</li> <li><b>GD</b> Add materials to the sculpture to create detail</li> </ul>	<p>Hemisphere, the Tropics of Cancer and Capricorn.</p> <p><b>Geography: Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America.</li> </ul> <p><b>Geography: Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts and the water cycle.</li> <li><b>GD</b> Describe how regions have changed over time and understand that people hold different views about that change.</li> <li><b>GD</b> Explain why there is a relationship between climate and biome using appropriate vocabulary.</li> </ul> <p><b>Geography: Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>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</li> </ul>	<p>substances the body needs to be healthy and active</p> <ul style="list-style-type: none"> <li>Understand seasonality and the advantages of eating seasonal and locally produced food</li> <li>Read and follow recipes</li> <li><b>GD</b> Read and follow recipes which involve several processes, skills and techniques</li> </ul>	<p>accuracy to cut, shape, join and finish their work</p> <ul style="list-style-type: none"> <li>Use their knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them</li> <li><b>GD</b> Use techniques to accurately cut, shape, join and finish their work</li> <li><b>GD</b> 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</li> </ul> <p><b>DT: Evaluate</b></p> <ul style="list-style-type: none"> <li>Consider how existing products and their own finished products might be improved</li> <li><b>GD</b> Consider how existing products and their own finished products might be improved and how well they meet the needs of the intended user</li> </ul> <p><b>DT: Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>Apply techniques they have learnt to strengthen structures and explore their own ideas</li> <li>Understand and use electrical systems in products</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of resources to find out about aspects of life in the past</li> <li>Communicate their learning in an organised and structured way, using appropriate terminology</li> <li><b>GD</b> Use and evaluate the reliability of a variety of resources to find out about aspects of life in the past</li> <li><b>GD</b> Understand that sources can contradict each other</li> </ul> <p><b>History: Golden Threads: Power, Invasion &amp; Settlement and Society &amp; Legacy</b></p> <ul style="list-style-type: none"> <li>Describe the Roman Empire and its impact on Britain</li> </ul>
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			<p>of the United Kingdom and the wider world.</p> <ul style="list-style-type: none"> <li>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.</li> <li><b>GD</b> Make predictions and draw conclusions relating to their fieldwork based on their own observations and geographical understanding.</li> </ul>			
<p><b>English – writing</b></p> <p><b>Transcription</b></p> <ul style="list-style-type: none"> <li>Spell most of the words on the Y3/4 spelling list (see NC appendix) correctly</li> <li>Spell homophones accept/except, affect/effect, ball/bawl</li> <li>Spell most of the Y3/4 common exception words (see NC appendix) correctly</li> <li>Produce legible and joined handwriting</li> <li><b>GD</b> Spell all of the words on the Y3/4 spelling list (see NC appendix) correctly</li> <li><b>GD</b> Spell all of the Y3/4 common exception words (see NC</li> </ul>	<p><b>Core text:</b></p>  <p><b>Writing outcomes:</b> Persuasive letter First person narrative</p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>Organise paragraphs around a theme</li> <li>Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose</li> </ul> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>Use fronted adverbials e.g. Later that day, I heard the bad news.</li> </ul>	<p><b>Core text:</b></p>  <p><b>Writing outcomes:</b> Non-chronological report Character description</p> <p><b>Transcription</b></p> <ul style="list-style-type: none"> <li>Use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>Organise paragraphs around a theme</li> <li>Use simple organisational devices in non-narrative writing</li> <li>Begin to make the appropriate choice of pronoun or noun within and across sentences to</li> </ul>	<p><b>Core text:</b></p>  <p><b>Writing outcomes:</b> Third person narrative Informative guide</p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>Organise paragraphs around a theme</li> <li>Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose</li> <li>Begin to make the appropriate choice of pronoun or noun within and across sentences to</li> </ul>	<p><b>Core text:</b></p>  <p><b>Writing outcomes:</b> Newspaper report Emotive account</p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>Begin to make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li><b>GD</b> Make the appropriate</li> </ul>	<p><b>Core text:</b></p>  <p><b>Writing outcomes:</b> Commentary Alternative ending</p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>Organise paragraphs around a theme</li> <li>Use simple organisational devices in non-narrative writing</li> </ul> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>Use inverted commas to punctuate direct speech</li> </ul>	<p><b>Core text:</b></p>  <p><b>Writing outcomes:</b> Motivational speech Poetry</p> <p><b>Transcription</b></p> <ul style="list-style-type: none"> <li>Understand and add suffixes -ation, -ous</li> <li>Use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li><b>GD</b> Make the appropriate choice of pronoun or noun within and across sentences to aid</li> </ul>

<p>appendix) correctly</p> <ul style="list-style-type: none"> <li>Use the first three or four letters of a word to check its spelling in a dictionary</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>Proof-read for spelling and punctuation errors</li> <li>GD Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements</li> </ul> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Understand the following terminology: determiner; pronoun, possessive pronoun; and adverbial</li> </ul>	<ul style="list-style-type: none"> <li>Use commas after fronted adverbials</li> <li>Use inverted commas to punctuate direct speech</li> <li>Use expanded noun phrases to add specific detail to writing</li> <li><b>GD</b> Use inverted commas to punctuate direct speech, always correctly</li> </ul>	<p>aid cohesion and avoid repetition</p> <ul style="list-style-type: none"> <li><b>GD</b> Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> </ul> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>Understand the grammatical difference between plural and possessive –s</li> <li>Use apostrophes to mark plural possession e.g. the girl's name, the girls' names</li> <li>Use expanded noun phrases to add specific detail to writing</li> <li>Use fronted adverbials e.g. Later that day, I heard the bad news.</li> <li>Use commas after fronted adverbials</li> </ul>	<p>aid cohesion and avoid repetition</p> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>Use inverted commas to punctuate direct speech</li> <li>Use simple organisational devices in non-narrative writing</li> <li>Use expanded noun phrases to add specific detail to writing</li> <li>Use fronted adverbials e.g. Later that day, I heard the bad news.</li> <li>Use commas after fronted adverbials</li> <li>Use apostrophes to mark plural possession e.g. the girl's name, the girls' names</li> </ul>	<p>choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>Use fronted adverbials e.g. Later that day, I heard the bad news.</li> <li>Use commas after fronted adverbials</li> <li>Use inverted commas to punctuate direct speech</li> <li>Understand the grammatical difference between plural and possessive –s</li> <li>Use apostrophes to mark plural possession e.g. the girl's name, the girls' names</li> <li>Use expanded noun phrases to add specific detail to writing</li> </ul>	<ul style="list-style-type: none"> <li>Use fronted adverbials e.g. Later that day, I heard the bad news.</li> <li>Use commas after fronted adverbials</li> <li>Use expanded noun phrases to add specific detail to writing</li> <li>Understand the grammatical difference between plural and possessive –s</li> <li>Use apostrophes to mark plural possession e.g. the girl's name, the girls' names</li> </ul>	<p>cohesion and avoid repetition</p> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>Use expanded noun phrases to add specific detail to writing</li> </ul>
<p><b>English – whole class reading</b></p> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes both to</li> </ul>	<p><b>Main text:</b></p> 	<p><b>Main text:</b></p> 	<p><b>Main text:</b></p> 	<p><b>Main text:</b></p> 	<p><b>Main text:</b></p> 	<p><b>Main text:</b></p> 

<p>read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous;</p> <ul style="list-style-type: none"> <li>• Read most Y4 common exception words (see NC appendix)</li> <li>• <b>GD</b> Read all Y4 common exception words (see NC appendix)</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Read a wide range of books, including fairy stories, myths and legends, and retell 2-3 of these orally</li> <li>• Develop positive attitudes to reading and understanding of what they read</li> <li>• 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</li> <li>• <b>GD</b> Participate in clear reasoned discussion about books, poems and other material that are read to them and those they can read for themselves,</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Use dictionaries to check the meaning of words that they have read</li> <li>• Identify themes and conventions in a wide range of books</li> <li>• Ask questions to improve their understanding of text with increasing complexity</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence clearly taken from the text</li> <li>• Identify main ideas drawn from more than one paragraph and summarise these</li> <li>• Retrieve and record information from non-fiction over a wide range of subjects</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Discuss words and phrases that capture the reader's interest and imagination</li> <li>• Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Predict what might happen from details stated and implied</li> <li>• 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</li> <li>• <b>GD</b> Discuss words and phrases that capture the reader's interest and imagination and explain the impact on the reader</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Use dictionaries to check the meaning of words that they have read</li> <li>• Identify themes and conventions in a wide range of books</li> <li>• Ask questions to improve their understanding of text with increasing complexity</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence clearly taken from the text</li> <li>• Identify main ideas drawn from more than one paragraph and summarise these</li> <li>• Retrieve and record information from non-fiction over a wide range of subjects</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Discuss words and phrases that capture the reader's interest and imagination</li> <li>• Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Predict what might happen from details stated and implied</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Use dictionaries to check the meaning of words that they have read</li> <li>• Identify themes and conventions in a wide range of books</li> <li>• Ask questions to improve their understanding of text with increasing complexity</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence clearly taken from the text</li> <li>• Identify main ideas drawn from more than one paragraph and summarise these</li> <li>• Retrieve and record information from non-fiction over a wide range of subjects</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Discuss words and phrases that capture the reader's interest and imagination</li> <li>• Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Predict what might happen from details stated and implied</li> <li>• 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</li> <li>• <b>GD</b> Discuss words and phrases that capture the reader's interest and imagination and explain the impact on the reader</li> </ul>
	<p style="text-align: center;"><b>Poetry:</b> Ode to an olive Ode to a marble</p> <div style="display: flex; justify-content: space-around;">   </div> <ul style="list-style-type: none"> <li>• Recognise some different forms of poetry e.g. free verse, narrative poetry</li> <li>• Participate in reasoned discussion about poems, taking turns and listening to what others say</li> </ul>	<p style="text-align: center;"><b>Poetry:</b> Rudyard Kipling poetry</p>  <ul style="list-style-type: none"> <li>• Recognise some different forms of poetry e.g. free verse, narrative poetry</li> <li>• Participate in reasoned discussion about poems, taking turns and listening to what others say</li> </ul>			<p style="text-align: center;"><b>Poetry:</b></p>  <ul style="list-style-type: none"> <li>• Recognise some different forms of poetry e.g. free verse, narrative poetry</li> <li>• Participate in reasoned discussion about poems, taking turns and listening to what others say</li> </ul>	

taking turns and listening to what others say						
<b>Maths</b>	<u><b>Number and Place Value</b></u> <ul style="list-style-type: none"> <li>Count in multiples of 6, 7, 9, 25 and 1000</li> <li>Find 1000 more or less than a given number</li> <li>Count backwards through zero to include negative numbers</li> <li>Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</li> <li>Order and compare numbers beyond 1000</li> <li>Round any number to the nearest 10, 100 or 1000</li> <li>Solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> <li><b>GD</b> Identify, represent and estimate numbers using different representations including measures</li> <li><b>GD</b> Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value</li> </ul>	<u><b>Number - Addition and Subtraction</b></u> <ul style="list-style-type: none"> <li>Add numbers with up to four digits using the formal method of column addition</li> <li>Subtract numbers with up to four digits using the formal method of column subtraction</li> <li>Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</li> <li><b>GD</b> Estimate and use inverse operations to check answers to a calculation</li> </ul> <u><b>Number – Multiplication and Division</b></u> <ul style="list-style-type: none"> <li>Recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li>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</li> <li><b>GD</b> Recognise and use factor pairs and commutativity in mental calculations</li> </ul>	<u><b>Number – Multiplication and Division</b></u> <ul style="list-style-type: none"> <li>Multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li> <li>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</li> <li><b>GD</b> Recognise and use factor pairs and commutativity in mental calculations</li> </ul> <u><b>Measurement</b></u> <ul style="list-style-type: none"> <li>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> <li>Find the area of rectilinear shapes by counting squares</li> </ul>	<u><b>Number – Fractions</b></u> <ul style="list-style-type: none"> <li>Recognise and show, using diagrams, families of common equivalent fractions</li> <li>Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten</li> <li>Add and subtract fractions with the same denominator</li> <li>Recognise and write decimal equivalents of any number of tenths or hundredths</li> <li>Recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math></li> <li>Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</li> <li><b>GD</b> Solve problems</li> </ul>	<u><b>Number – Fractions</b></u> <ul style="list-style-type: none"> <li>Round decimals with one decimal place to the nearest whole number</li> <li>Compare numbers with the same number of decimal places up to two decimal places</li> <li>Solve simple measure and money problems involving fractions and decimals to two decimal places</li> </ul> <u><b>Measurement</b></u> <ul style="list-style-type: none"> <li>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</li> <li>Convert between different units of measure e.g. kilometre to metre; hour to minute</li> <li><b>GD</b> Estimate, compare and calculate different measures, including money in pounds and pence</li> <li><b>GD</b> Read, write and convert time between analogue and digital 12- and 24-hour clocks</li> </ul>	<u><b>Geometry – Properties of Shape</b></u> <ul style="list-style-type: none"> <li>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li> <li>Identify acute and obtuse angles and compare and order angles up to two right angles by size</li> <li>Identify lines of symmetry in 2-D shapes presented in different orientations</li> <li>Complete a simple symmetric figure with respect to a specific line of symmetry</li> <li><b>GD</b> Begin to recognise where angles are greater than two right angles.</li> <li><b>GD</b> Know the term straight angle referring to two right angles together</li> </ul> <u><b>Geometry – Position and Direction</b></u> <ul style="list-style-type: none"> <li>Describe positions on a 2-D grid as coordinates in the first quadrant</li> <li>Describe movements between positions as translations of a given unit to the left/right and up/down</li> <li>Plot specified points and draw sides to complete a given polygon</li> </ul>

				involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number		<p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</li> <li>• Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</li> </ul>
<b>Science</b>	<p><b><u>We are chefs!</u></b> 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.</p> <p><b><u>States of Matter</u></b></p> <ul style="list-style-type: none"> <li>• Compare and group materials together, according to whether they are solids, liquids or gases</li> <li>• Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul>	<p><b><u>We are doctors!</u></b> Context: The Royal Society of medicine would like you to create a model of the digestive system to present to their students.</p> <p><b><u>Animals Including Humans</u></b></p> <ul style="list-style-type: none"> <li>• Describe the simple functions of the basic parts of the digestive system in humans</li> <li>• Identify the different types of teeth in humans and their simple functions</li> <li>• Construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul>	<p><b><u>We are zoologists!</u></b> 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.</p> <p><b><u>Living Things and their Habitats</u></b></p> <ul style="list-style-type: none"> <li>• Recognise that living things can be grouped in a variety of ways</li> <li>• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• Recognise that environments can change and that this can sometimes pose dangers and have an impact on living things</li> </ul>	<p><b><u>We are sound technicians!</u></b> 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!</p> <p><b><u>Sound</u></b></p> <ul style="list-style-type: none"> <li>• Identify how sounds are made, associating some of them with something vibrating</li> <li>• Recognise that vibrations from sounds travel through a medium to the ear</li> <li>• Find patterns between the pitch of a sound and features of the object that produced it</li> </ul>	<p><b><u>We are electricians!</u></b> Context: You have been employed as an electrician by Corky the caretaker. You will need to apply all of your learning to help Ruskin.</p> <p><b><u>Electricity</u></b></p> <ul style="list-style-type: none"> <li>• Identify common appliances that run on electricity</li> <li>• Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>• Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>• Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> </ul>	<p><b><u>Consolidation</u></b></p>

				<ul style="list-style-type: none"> <li>Find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>Recognise that sounds get fainter as the distance from the sound source increases</li> </ul>	<ul style="list-style-type: none"> <li>Recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul>	
<p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>Ask relevant questions and use different types of scientific enquiries to answer them</li> <li>Set up simple practical comparative enquiries</li> <li>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>Gather, record, classify and present data in a variety of ways to help in answering questions</li> <li>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>Report on findings from enquiries, including oral and written explanations of results and conclusions</li> <li>Use results to draw simple conclusions</li> <li>Identify differences, similarities or changes related to simple scientific ideas and processes</li> <li>Use straightforward scientific evidence to answer questions or to support their findings</li> <li><b>GD</b> Set up simple practical enquiries, comparative and fair tests</li> <li><b>GD</b> Gather, record, classify and present data in a variety of ways to help in answering questions including from secondary sources of information</li> <li><b>GD</b> Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li><b>GD</b> Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> </ul>						
<b>RE</b>	<p><b><u>Judaism unit 3: The Synagogue</u></b></p> <ul style="list-style-type: none"> <li>Know how Jews show that God is present in the Synagogue</li> <li>Know how the Torah helps Jewish people understand what being Jewish means</li> <li><b>GD</b> Give reasons why people belong to religions</li> </ul>	<p><b><u>Christianity unit 6: Local Christian Places of Worship</u></b></p> <ul style="list-style-type: none"> <li>Know that there are many different types of Christian places of worship</li> <li>Know why prayer is important</li> <li>Know about the features of different Christian places of worship</li> <li>Know what similarities there are in what Christians believe</li> <li><b>GD</b> Compare some religious beliefs, teachings and practices</li> </ul>	<p><b><u>Islam unit 3: Ramadan and Eid-ul-Fitre</u></b></p> <ul style="list-style-type: none"> <li>Know why Muslims fast during Ramadan</li> <li>Know why giving charity (Zakat) is an important part of Ramadan</li> <li>Know about the Muslim festival Eid –ul-Fitr</li> </ul>	<p><b><u>Hinduism unit 3: Hindu Life</u></b></p> <ul style="list-style-type: none"> <li>Know why the natural world is important to Hindus</li> <li>Know how the belief about creation leads to vegetarianism and ahimsa</li> <li>Know which places are important to Hindus</li> <li><b>GD</b> Ask questions about puzzling aspects of life and experience</li> </ul>	<p><b><u>Sikhism unit 3: The Gurdwara and the Guru Granth Sahib</u></b></p> <ul style="list-style-type: none"> <li>Know how the Gurdwara is a centre for worship and demonstrates Sikh values</li> <li>Know why the Guru Granth Sahib is 'The Everlasting Guru'</li> </ul>	<p><b><u>Sikhism unit 4: Belonging to the Sikh Community</u></b></p> <ul style="list-style-type: none"> <li>Know why the Guru Gobind Singh is important to Sikhs</li> <li>Know the significance of the Amrit Ceremony</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>GD</b> Give examples of what commitment means in everyday life</li> </ul>		<ul style="list-style-type: none"> <li>• <b>GD</b> Suggest answers based on religious teachings</li> </ul>		
<p><b>PSHE</b></p> <p><b>Being My Best</b></p> <ul style="list-style-type: none"> <li>• <b>GD</b> Demonstrate leadership in group tasks</li> <li>• <b>GD</b> Support fairness and challenge injustice where seen</li> </ul>	<p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>• Understand safety near railways, crossings and in unfamiliar environments.</li> </ul>		<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Understand that support is available if they feel isolated or sad.</li> <li>• Explore how being active helps with sleep, mood and focus.</li> <li>• Begin learning about growing and changing, including body part names.</li> </ul>		<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Discuss what makes relationships within families healthy and respectful.</li> <li>• Explore traits of supportive friendships like honesty, trust, and generosity.</li> <li>• Understand how to be assertive without being unkind; manage feelings respectfully.</li> <li>• Recognise safe vs unsafe contact and how to say “no” confidently.</li> </ul>	
<p><b>Computing</b></p>	<p><b>LIFE SKILLS</b></p> <ul style="list-style-type: none"> <li>• Use search technologies effectively</li> <li>• Begin to learn how to touch type</li> <li>• <b>GD</b> Be able to touch type</li> </ul>	<p><b>DIGITAL LITERACY</b></p> <ul style="list-style-type: none"> <li>• Know that companies are gathering information about me based upon my online footprint</li> <li>• Understand that not everything online is true</li> <li>• Identify a range of ways to report concerns about content and contact</li> <li>• <b>GD</b> Understand that information collected about me is used to target advertisements</li> </ul>	<p><b>DIGITAL LITERACY</b></p> <ul style="list-style-type: none"> <li>• Explain how to change the composition, colour and content of images</li> <li>• Understand that not everything online is true</li> <li>• <b>GD</b> Evaluate how changes can improve an image</li> </ul>	<p><b>PROGRAMMING</b></p> <ul style="list-style-type: none"> <li>• Begin to design, write and debug programs that accomplish specific goals</li> <li>• Use sequence, selection and repetition in programs</li> <li>• Work with variables and more than one form of input and output</li> <li>• Detect and correct errors in algorithms and programs</li> <li>• Use physical computing components using sensors, buttons and lights</li> </ul>	<p><b>PROGRAMMING</b></p> <ul style="list-style-type: none"> <li>• Begin to design, write and debug programs that accomplish specific goals</li> <li>• Use sequence, selection and repetition in programs</li> <li>• Work with variables and more than one form of input and output</li> <li>• Detect and correct errors in algorithms and programs</li> <li>• <b>GD</b> Be able to decompose a problem and create an algorithm or series of algorithms to solve a problem</li> </ul>	<p><b>LIFE SKILLS</b></p> <ul style="list-style-type: none"> <li>• Be able to record and edit audio files</li> <li>• Combine audio clips to enhance the effect</li> <li>• Evaluate the use of audio</li> <li>• Use search technologies effectively</li> <li>• <b>GD</b> Edit audio files independently</li> </ul>
<p><b>PE</b></p> <p>Serial swimming courses</p>	<p><b>INDOOR: Multi-skills</b></p> <p><b>OUTDOOR: Hockey</b></p>	<p><b>INDOOR: Gymnastics</b></p> <p><b>OUTDOOR: Football</b></p>	<p><b>INDOOR: Health related exercise</b></p> <p><b>OUTDOOR: Netball</b></p>	<p><b>INDOOR: Types of training</b></p> <p><b>OUTDOOR: Cricket</b></p>	<p><b>INDOOR: Dance</b></p> <p><b>OUTDOOR: Forest School</b></p>	<p><b>OUTDOOR: Tennis</b></p> <p><b>OUTDOOR: Athletics</b></p>

<b>Music</b>	<b>Rivers</b>	<b>Rock and roll</b>	<b>Rainforests</b>	<b>South America</b>	<b>Hanami festival</b>	<b>Romans</b>
<b>French</b>	<b>Portraits – describing in French</b>	<b>Clothes – getting dressed in French</b>	<b>French numbers, calendar and birthdays</b>	<b>French food</b>		