



Queniborough C.E Primary School Year Group Plan (Greater Detail)

Year 4	AUTUMN 1	AUTUMN 2
	Romans	Volcanoes
TRIPS/VISITS		
Linked books	Varjak Paw	The Firework Maker's Daughter
ENGLISH READING	<p>WORD READING</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>COMPREHENSION</p> <p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than 1 paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	
ENGLISH WRITING	<p>Transcription</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>Composition</p> <p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas 	



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	<p>Draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <p>Grammar and Vocabulary Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • learning the grammar for years 3 and 4 in English Appendix 2 • Indicate grammatical and other features by: • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. • Handwriting: Pupils should be taught to: • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	
	<p>Narrative story Recount Summaries</p>	<p>Diary Explanation text Instructions</p>
ENGLISH SPOKEN LANGUAGE	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 	
MATHS	<p><u>Reasoning with 4-digit numbers</u></p> <ul style="list-style-type: none"> • find 1000 more or less than a given number 	<p><u>Multiplication and division</u></p> <ul style="list-style-type: none"> • recall multiplication and division facts for multiplication tables up to 12 × 12



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	<ul style="list-style-type: none"> recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) order and compare numbers beyond 1000 solve number and practical problems that involve all of the above and with increasingly large positive numbers identify, represent and estimate numbers using different representations round any number to the nearest 10, 100 or 1000 <p>count in multiples of 6, 7, 9, 25 and 1000</p> <p>Addition and subtraction</p> <ul style="list-style-type: none"> add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate estimate and use inverse operations to check answers to a calculation <p>solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</p>	<ul style="list-style-type: none"> 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 recognise and use factor pairs and commutativity in mental calculations 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 <p>multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p> <p>Discrete and continuous data</p> <ul style="list-style-type: none"> solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs <p>interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</p>
SCIENCE	<p>Animals including humans (teeth)</p> <p>KNOWLEDGE</p> <ul style="list-style-type: none"> describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey. <p>ENQUIRY</p> <ul style="list-style-type: none"> design and set up a fair test to answer a specific question make systematic observations and measurements make predictions and draw simple conclusions using scientific evidence. 	<p>Electricity</p> <p>KNOWLEDGE</p> <ul style="list-style-type: none"> identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, 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. <p>ENQUIRY</p> <ul style="list-style-type: none"> design and set up a fair test to answer a specific question make systematic observations and measurements make predictions and draw simple conclusions using scientific evidence.



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COMPUTING	Computing Systems and Networks – The Internet * describe how networks physically connect to other networks * recognise how networked devices make up the internet * outline how websites can be shared via the World Wide Web (WWW) * describe how content can be added and accessed on the World Wide Web (WWW) * recognise how the content of the WWW is created by people * evaluate the consequences of unreliable content	Creating Media – Audio Editing * identify that sound can be digitally recorded * use a digital device to record sound * explain that a digital recording is stored as a file * explain that audio can be changed through editing * show that different types of audio can be combined and played together * evaluate editing choices made
HISTORY	Romans To have an overview of what, when and why the Roman Empire came to be. To understand the impact of the Roman Empire on Britain. To choose some elements to study from the following suggestions: • Julius Caesar's attempted invasion in 55-54BC. • The Roman Empire by AD42 and the power of its army. • Successful invasion by Claudius and conquest, including Hadrian's Wall. • British resistance, for example, Boudica. • 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity. To understand how our knowledge of the past is constructed from a range of sources. To use a range of historical words to explain the passing of time. To show an increasing awareness of chronology, and order of events by making and using timelines. To know that the past can be divided into different periods of time. To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. To note connections, contrasts and trends over time and develop the appropriate use of historical terms. To devise and answer historically valid questions about change, cause, similarity and difference, and significance. To construct informed responses that involve thoughtful selection and organisation of relevant historical information. Roman Leicester To understand the significance of Leicester as a Roman town. To continue to build up a bank of local history stories, events and people.	
GEOGRAPHY	Volcanoes and mountains – Natural Disasters - Pompeii Human and Physical Geography Describe and understand key aspects of: Physical geography, including: volcanoes. Link to Romans Pompeii and Mount Vesuvius Geographical Skills and Fieldwork 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. QPS Fieldwork Study of Fosse Way through Syston. (Link to Roman roads)	
ART AND DESIGN	Textiles and Collage - Mosaic Match the tool to the material. Combine skills more readily. Choose collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.	Volcanic Art Christmas Art (Monet - Linked to French Day)



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	<p>ROMAN GOD COLLAGES</p> <p>3D Form – clay , papier mache Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials ROMAN AMPHORAS – CLAY</p>	
	<p style="text-align: center;">Year 4 Ongoing skills</p> <p style="text-align: center;">Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>	
DT		<p>Research, design, make and evaluate</p> <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, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • 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 • 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 • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures <p>Unit: How will you store your favourite things?</p>
MUSIC	<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 traditions and from great composers and musicians • develop an understanding of the history of music. 	<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 traditions and from great composers and musicians • develop an understanding of the history of music.



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PE	Tri-golf and SAQ fitness. Hi 5 Netball.	Orienteering Parkour
PSHE	<p>MMR34: Managing Change 2020</p> <ul style="list-style-type: none"> * identify changes that they and other children may experience in their lives * know how and why friendships might change and how this might feel * identify situations which involve temporary or permanent loss, and describe how someone might feel * develop strategies for managing feelings associated with loss and change * know who can help them if they are experiencing difficult emotions and how to access support or approach someone * understand that some changes are wanted and they can plan for them 	<p>MMR: Anti-bullying 34 2020</p> <ul style="list-style-type: none"> * understand that difficulties that some friends have may or may not be bullying * understand the characteristics of different types of bullying * begin to understand about power and groups in bullying situations * understand how bullying can occur when people do not respect and empathise with their diverse peers * understand more about indirect forms of bullying such as cyberbullying and exclusion * understand that the feelings associated with bullying might last a long time * understand the roles and possible feelings of bystanders and followers in a bullying situation * develop strategies for preventing bullying and responding assertively in different contexts * understand a range of ways to support someone who is being bullied * understand what bystanders can do to improve a bullying situation * understand the procedures in school to prevent bullying and support those involved * identify ways of helping the school to feel a safer place where bullying is less likely to happen <p>The Way Back Home – O Jeffers</p> <ul style="list-style-type: none"> * Overcoming a language barrier <p>Dogs Don't Do Ballet – A Kemp & S Ogilvie</p> <ul style="list-style-type: none"> * Be assertive, do what you want to do
British Values	Mutual Respect	Tolerance of those with different faiths and beliefs
RE	L2.3: What is the Trinity and why is it important to Christians?	L2.7: What do Hindus believe God is like?
LOTC		
MFL (French)	<p>Presenting Myself</p> <ul style="list-style-type: none"> • Count to 20 in French. • Say their name and age in French. • Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. • Tell you where they live in French • Tell you if they are French or English, introducing concept of gender and agreement. 	<p>Vegetables - Les legumes</p> <ul style="list-style-type: none"> • Name and recognise up to 10 vegetables in French • Attempt to spell some of these nouns (including the correct article) • Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. • Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.



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Year 4	SPRING 1	SPRING 2
	Italy	Ancient Greeks
TRIPS/VISITS		
Linked books	Stories from different cultures – <i>The Butterfly Lion</i> Newspapers	<i>Who Let the Gods Out?</i> Playscripts
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MATHS	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"><u>Securing multiplication facts</u></td><td style="width: 50%; padding: 5px;"><u>Decimals</u></td></tr> </table>	<u>Securing multiplication facts</u>	<u>Decimals</u>
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	<p>Recall multiplication facts up to 12×12.</p> <p>Fractions</p> <ul style="list-style-type: none">• add and subtract fractions with the same denominator• recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] (Y5)• 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 <p>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</p> <p>Time</p> <ul style="list-style-type: none">• convert between different units of measure [for example, hour to minute]• problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days <p>write and convert time between analogue and digital 12- and 24-hour clocks</p>	<ul style="list-style-type: none">• 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• recognise and write decimal equivalents of any number of tenths or hundredths• recognise and write decimal equivalents to $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}$• round decimals with one decimal place to the nearest whole number <p>compare numbers with the same number of decimal places up to two decimal places</p> <p>Area and perimeter</p> <ul style="list-style-type: none">• measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres• convert between different units of measure [for example, kilometre to metre]• find the area of rectilinear shapes by counting squares• calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) (Y5) <p>measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres (Y5)</p>
SCIENCE	<p>States of matter</p> <p>KNOWLEDGE</p> <ul style="list-style-type: none">• 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 or research the temperature at which this happens in degrees Celsius ($^{\circ}\text{C}$)• identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p>ENQUIRY</p> <ul style="list-style-type: none">• design and set up a fair test to answer a specific question• make systematic observations and measurements• make predictions and draw simple conclusions using scientific evidence.	



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COMPUTING	Programming A – Repetition in Shapes <ul style="list-style-type: none">* identify that accuracy in programming is important* create a program in a text-based language* explain what 'repeat' means* modify a count-controlled loop to produce a given outcome* decompose a task into small steps* create a program that uses count-controlled loops to produce a given outcome	Data and Information – Data Logging <ul style="list-style-type: none">* explain that data gathered over time can be used to answer questions* use a digital device to collect data automatically* explain that a data logger collects 'data points' from sensors over time* use data collected over a long duration to find information* identify the data needed to answer questions* use collected data to answer questions
HISTORY	Ancient Greece <p>To carry out a study of Greek life and achievements and their influence on the Western world. To learn about the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day. To understand how our knowledge of the past is constructed from a range of sources. To use a range of historical words to explain the passing of time. To show an increasing awareness of chronology, and order of events by making and using timelines. To know that the past can be divided into different periods of time. To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. To note connections, contrasts and trends over time and develop the appropriate use of historical terms. To devise and answer historically valid questions about change, cause, similarity and difference, and significance. To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	
GEOGRAPHY	Italy Locational Knowledge <p>Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> Human and physical geography - Natural disasters - Pompeii - <p>Describe and understand key aspects of: Physical geography, including: climate zones, volcanoes and earthquakes</p> Place Knowledge <p>Understand geographical similarities and differences through the study of human and physical geography of ITALY</p> Geographical Skills and Fieldwork <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (Europe) Use the 4 points of a compass, 4-figure grid references, symbols and key to build their knowledge of UK and Europe</p>	
ART AND DESIGN	Materials – Texture, pattern, experimenting <p>Create visual texture using different marks and tools. Create patterns/ motifs with repeated mark making. Evaluate beginning to use artistic language. UNIT – INVESTIGATING PATTERNS (plan bee)</p>	MOTHER'S DAY EASTER BASKETS



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	MC Escher: Tessellated patterns - patterns in nature, create own tessellations. Leonardo Da Vinci (Linked to Italy topic)	
	<p style="text-align: center;">Year 4 Ongoing skills</p> <p style="text-align: center;">Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>	
DT	Design and make <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, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • 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 • 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 and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Unit: Will this story surprise you? Pop up books	
MUSIC	<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 traditions and from great composers and musicians • develop an understanding of the history of music. 	<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 traditions and from great composers and musicians • develop an understanding of the history of music.
PE	Gymnastics <i>Swimming - Summer 2022</i>	Tag Rugby <i>Swimming – Summer 2022</i>
PSHE	HSL: Managing Safety & Risks 34 2020	Online Safety MMR34: My Emotions 2020



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	<ul style="list-style-type: none"> * state possible physical and emotional reactions to different risks * develop decision making strategies for risky situations * understand that pressure to act in a risky way might come from people they know * suggest known and unknown people they would ask for help in risky situations * identify further benefits and risks with road traffic and have strategies to stay safer and get help * recognise an emergency and take suitable action * identify risks when joining in with activities and visits and have strategies to stay safer and offer help * know some causes of accidents in familiar settings, actions which could prevent them and ways to offer help * identify further benefits and risks of being near water and have strategies to stay safer and get help * identify different risks with fire and have strategies to stay safer and respond to an accident 	<ul style="list-style-type: none"> * know the importance of respectful online behaviour * consider the effect of online actions * understand that the internet can have positive and negative impacts on mental health and wellbeing * know who to report to and where to seek help if things on the internet cause worry or concern <p>(See anti-bullying unit for Y4) There are elements of online safety taught through the computing curriculum and PSHCE curriculum.</p> <p>There is a whole school focus on anti-bullying (including cyber bullying) during Anti-Bullying Week in November and on online safety for Safer Internet Day in February.</p> <p>Online safety should also be reactive – for example: if children ask questions, there are stories in the media, issues within specific classes that may require specific teaching / focus</p> <p>Project Evolve https://swgfl.org.uk/services/project-evolve/ CEOP thinkuknow Band Runner Google Internet Legends</p>	<ul style="list-style-type: none"> * recognise and communicate an increasing range of emotions, both comfortable and uncomfortable * begin to recognise what is meant by ‘mental health’ or ‘mental well-being’ and why this is as important as physical well-being * understand some of the ways emotions may affect our interactions with others, and to show care towards others and their emotions * be able to identify their worries and decide what they might do about them * get support when they need it * recognise some of the strengths and personal qualities of themselves and others * understand that how we feel can affect how we tackle things and whether or not we find them difficult * understand what is meant by ‘over-reacting’ and to be able to show myself and others understanding * know some strategies to move from an uncomfortable state to a more positive one * know what it means to be assertive and to be able to act assertively <p>Everyone’s Welcome: The Flower – J Light * Ask questions</p> <p>Red: A Crayon’s Story – M Hall * Be who you want to be</p>
British Values	Rule of Law		Individual Liberty
RE	<ul style="list-style-type: none"> • L2.8: What does it mean to be a Hindu in Britain today? 		<ul style="list-style-type: none"> • L2.5: Why do Christians call the day Jesus died ‘Good Friday’?
LOT			
MFL (French)	Family <ul style="list-style-type: none"> • Continue applying the knowledge, skills and understanding of the language covered in unit one. • Say the nouns in French for members of their family. 		Shapes Les Formes <ul style="list-style-type: none"> • Name and recognise up to 10 shapes in French. • Attempt to spell some of these nouns



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	<ul style="list-style-type: none"> Tell somebody in French the members and age of a fictitious, historical or television family as a model to present and practise family vocabulary. Continue to count, reaching 100, to enable students to say the age of various family members. Understand the concept of mon, ma and mes in French. 	<ul style="list-style-type: none"> Recognise that nouns are commonly associated with an article in French and in this case 'UN' or 'UNE'. Have an opportunity to learn and/or revise numbers 1-5.
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Year 4	SUMMER 1	SUMMER 2
	Living things	Strange Sounds
TRIPS/VISITS	Botanical Gardens Arboretum Leicester	
Linked books	The Miraculous Journey of Edward Tulane Instructions	Poetry – kennings, haikus Kindlekrax
ENGLISH READING	<p>WORD READING</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>COMPREHENSION</p> <p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	



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<p>ENGLISH WRITING</p>	<p>Transcription Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>Composition Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <p>Grammar and Vocabulary Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • learning the grammar for years 3 and 4 in English Appendix 2 • Indicate grammatical and other features by: • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. • Handwriting • Pupils should be taught to: • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
	<p>Adventure stories Instructions</p> <p>Poems Persuasive writing</p>



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ENGLISH SPOKEN LANGUAGE	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• listen and respond appropriately to adults and their peers• ask relevant questions to extend their understanding and knowledge• use relevant strategies to build their vocabulary• articulate and justify answers, arguments and opinions• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas• speak audibly and fluently with an increasing command of Standard English• participate in discussions, presentations, performances, role play, improvisations and debates• gain, maintain and monitor the interest of the listener(s)• consider and evaluate different viewpoints, attending to and building on the contributions of others• select and use appropriate registers for effective communication.		
MATHS	<table border="1"><tr><td data-bbox="398 534 1294 1265"><p><u>Solving measure and money problems</u></p><ul style="list-style-type: none">• convert between different units of measure [for example, kilometre to metre; hour to minute]• solve simple measure and money problems involving fractions and decimals to two decimal places• estimate, compare and calculate different measures, including money in pounds and pence<p><u>2D shape and symmetry</u></p><ul style="list-style-type: none">• 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<p>complete a simple symmetric figure with respect to a specific line of symmetry</p><ul style="list-style-type: none">• solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate• use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places• convert between miles and kilometres</td><td data-bbox="1294 534 2157 1265"><p><u>Position and Direction</u></p><ul style="list-style-type: none">• 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<p><u>Reasoning with patterns and sequences</u></p><ul style="list-style-type: none">• 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• count backwards through zero to include negative numbers• recognise and use square numbers, and the notation for squared (2) (Y5)<p><u>3D shape</u></p><p>identify 3-D shapes, including cubes and other cuboids, from 2-D representations (Y5)</p></td></tr></table>	<p><u>Solving measure and money problems</u></p> <ul style="list-style-type: none">• convert between different units of measure [for example, kilometre to metre; hour to minute]• solve simple measure and money problems involving fractions and decimals to two decimal places• estimate, compare and calculate different measures, including money in pounds and pence <p><u>2D shape and symmetry</u></p> <ul style="list-style-type: none">• 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 <p>complete a simple symmetric figure with respect to a specific line of symmetry</p> <ul style="list-style-type: none">• solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate• use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places• convert between miles and kilometres	<p><u>Position and Direction</u></p> <ul style="list-style-type: none">• 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 <p><u>Reasoning with patterns and sequences</u></p> <ul style="list-style-type: none">• 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• count backwards through zero to include negative numbers• recognise and use square numbers, and the notation for squared (2) (Y5) <p><u>3D shape</u></p> <p>identify 3-D shapes, including cubes and other cuboids, from 2-D representations (Y5)</p>
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	<ul style="list-style-type: none"> recognise that shapes with the same areas can have different perimeters and vice versa recognise when it is possible to use formulae for area and volume of shapes use simple formulae calculate the area of parallelograms and triangles calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³] generate and describe linear number sequences (with decimals) 	
SCIENCE	<p>All living things KNOWLEDGE</p> <ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways explore and use classification keys to 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 to living things. <p>ENQUIRY</p> <ul style="list-style-type: none"> design and set up a fair test to answer a specific question make systematic observations and measurements make predictions and draw simple conclusions using scientific evidence. <p><i>2022 query...</i> <i>Mini-beasts?</i> <i>Plants?</i></p>	<p>Sounds KNOWLEDGE</p> <ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating 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 <p>ENQUIRY</p> <ul style="list-style-type: none"> design and set up a fair test to answer a specific question make systematic observations and measurements make predictions and draw simple conclusions using scientific evidence.
COMPUTING	<p>Creating Media – Photo Editing</p> <ul style="list-style-type: none"> * explain that digital images can be changed * change the composition of an image * describe how images can be changed for different uses * make good choices when selecting different tools * recognise that not all images are real * evaluate how changes can improve an image 	<p>Programming B – Repetition in Games</p> <ul style="list-style-type: none"> * develop the use of count-controlled loops in a different programming environment * explain that in programming there are infinite loops and count controlled loops * develop a design that includes two or more loops which run at the same time * modify an infinite loop in a given program * design a project that includes repetition * create a project that includes repetition
HISTORY		



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GEOGRAPHY		
ART AND DESIGN	<p>Drawing – pencil – different types/grades of pencil Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination.</p> <p>PENCIL SKETCHES – LIVING THINGS TOPIC</p>	<p>Painting watercolours, acrylics Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process</p> <p>Georgia O'Keefe</p>
	<p style="text-align: center;">Year 4 Ongoing skills</p> <p style="text-align: center;">Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>	
DT		<p>Design and make (Food)</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <p>Unit: What shape will your pastry be?</p>
MUSIC	<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 traditions and from great composers and musicians develop an understanding of the history of music. 	<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 traditions and from great composers and musicians develop an understanding of the history of music.
PE	Football	Tennis



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	<i>Cricket – Swimming 2022</i>	<i>Athletics – Swimming 2022</i>
PSHE	CIT 34: Rights, Rules & Responsibilities 2020 * understand the difference between rights, wants and needs and that rights come with responsibilities * recognise their responsibilities at school and at home to themselves and others * recognise what it feels like to be treated with respect, understand what is meant by respect towards others and develop skills to demonstrate this * identify those in positions of authority in school and the wider community and explore ways to show respect * understand why rules and conventions are needed at home and at school * develop skills to participate in making and changing rules at home and at school * understand how decisions can be made democratically in our class through simple debating and voting * understand how children and adults in school might be democratically elected to represent others	HSL: Relationships & Sex Education 4 * understand the main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death. * understand that babies begin when a male seed and female egg join together. * To investigate perceptions of being physically, emotionally and socially 'grown up'. (CAB) * consider their responsibilities and how these have changed and how they will change in the future. (CAB) * consider the wider responsibilities that families have for the physical and emotional wellbeing of babies and children (FP) Everyone's Welcome: King and King – L de Hann & S Nijland * Why people choose to get married
British Values	Democracy	
RE	<ul style="list-style-type: none"> L2.6: For Christians, when Jesus died what was the impact of Pentecost? 	<ul style="list-style-type: none"> L2.11: How and why do people mark the significant events of life?
LOT		
MFL (French)	At the Café <ul style="list-style-type: none"> Order from a selection of foods from a French menu. Order from a selection of drinks from a French menu. Order a French breakfast. Order typical French snacks. Ask for the bill. Remember how to say hello, goodbye, please and thank you. 	Salutations Les Salutations <ul style="list-style-type: none"> Say 'hello' (formally and informally). Say their name. Ask how somebody is feeling and give a reply. Say 'goodbye' and 'see you soon'.