

Year 4 Long Term Overview 2026-2027

Half Term	Autumn 1- 8 Weeks	Autumn 2- 7 Weeks	Spring 1- 6 Weeks	Spring 2- 5 Weeks	Summer 1- 7 Weeks	Summer 2- 7 Weeks
Combs Connections	<i>Understanding People and Places</i>	<i>Human History and Civilisation</i>	<i>The Changing Physical World</i>	<i>Humans Create and Believe</i>	<i>People and the Planet</i>	<i>Our Community Story</i>
Enquiry Question	GEOGRAPHY Does Stowmarket have enough amenities to encourage tourism?	HISTORY What happened when the Romans came to Britain?	GEOGRAPHY Why should I holiday in the Alps?	HISTORY What Were the Main Achievements of the Maya?	GEOGRAPHY Where would you settle in the UK?	HISTORY What was it like to live in Tudor Suffolk compared to now.
Educational visits/events/ enrichment 	Burwell House Salvation Army - RE Local Geography walk	Colchester Castle Christmas Church Visit KS2			Schools Farming Fair (DT, Writing, Science, geography)	Year 4 Sports Festival Tudor visit to Lavenham
Parental Engagement Event 	Times tables games hour- to promote buy in from parents.	Christmas Craft afternoon		Writing – Chocolate Adventure story.		Terrific Tudor Celebration! (of learning from the half term) Writing with quills Potion making (natural ingredients)
RRSA	         					
	Unit Content	Unit Content	Unit Content	Unit Content	Unit Content	Unit Content
Reading 	Boy at The Back of The Class (non-fiction) My Life in Pictures Can Gran Rap & The Railway Carriage (poetry)	Firework Maker's Daughter (narrative) Roman Myths (Romulus and Remus & Atlas the Eleventh labour of Hercules) DK Ancient Rome (non - fiction)	At the Top of the World (non-fiction) The Mountain Climber (Rhyming Poetry) The Ridge (video clip) Explorers: Coldest Places and Highest Places (non-fiction)	The Boy Who Grew Dragons (narrative) King Arthur and the Knight of the Round Table (legend)	Midnight Fox (fiction) How to help a hedgehog and protect a Polar Bear (non- fiction)	Tudor Plot (historical fiction) Terrible Tudors (including a poem from that book)
Writing 	People & Places/Geography Narrative writing – belonging	Romans Castle Advert/leaflet and	Sound /Europe Adventure Story based in the mountains.	Chocolate Chocolate truffle instructions and	Down on the farm Diary of trip and Letter to the Government /minister	Tudor Suffolk Historical themed story set in Tudors Suffolk First Person.

	Persuasive letter writing – to Mayor linked to geography Belonging poetry	Newspaper Report about Boudicca poetry	Third Person Travel Brochure - Alps	Chocolate adventure story	about agricultural issues	and Poetry based on Terrible Tudors. QE1, Bloody Mary and Henry V111)
Maths 	Place Value Addition and Subtraction Area Multiplication and division(A)		Multiplication and Division (B). Length and Perimeter Fractions Decimals (A)		Decimals (B) Money Time Shape Statistics Position and Direction	
Science 	The Digestive System (7) • Carnivores have long, sharp teeth to help them with ripping and tearing through meat. • Herbivores have large, flat teeth to grind and chew through grasses and plants. • Omnivores have a combination of sharp and flat teeth, allowing them to tear through meat and grind plants. • Humans have four different types of teeth – incisors, canines, premolars and molars. • The incisors are used for biting into food. • The canine teeth are sharp and pointed to help with ripping and tearing. • The premolars are teeth between the canines and molars. They are used for guiding food towards the molars at the back of the mouth. • The molars are the large teeth at the back of the jaw. They are used for grinding and chewing food.	Sound (8) • Sound vibrations travel through the air. • The outer ear funnels the vibrations into the ear canal. • The vibrations move down the ear canal. • The vibrations are passed to the ear drum. • The vibrations from the ear drum are passed along the ear bones and into the cochlea. • Signals are then sent to the brain, where they are processed and interpreted as sounds we understand. • Sound volume is measured in decibels (dB). • A decibel is a measure of the loudness of sounds. • A decibel meter can be used to measure the loudness of sounds. • If humans are exposed to loud sounds too	States of Matter (10) • Solids have a fixed shape and volume. A solid material will keep its shape if it is transferred from one container to another. • Liquids have no fixed shape and will take on the shape of the container they are transferred into. The volume will remain the same. • Gases have no fixed shape and no fixed volume. They will spread out and fill any available space. • Some solids, such as sand, salt, flour and rice, can be poured but they are still classified as solid materials. • Liquids maintain the same volume when transferred to different containers. • Some liquids, like water, flow easily while other liquids,	Electricity (5) • Many appliances use electricity and must be plugged into a socket for the electricity to pass through the circuit. Other appliances may need batteries to power the energy around a circuit. • Some appliances use electricity to heat things up (cooker hobs) and cool things down (fridges and freezers). • Electricity can be extremely harmful. • Liquids and wet hands should be kept away from electrical appliances and circuits. • A circuit must have a closed path so that electrical energy can pass through. • Circuits can include bulbs, wires, switches, buzzers and cells connected in one loop. • If a circuit does not have a source of energy, such as a cell or	Habitats (4) • Habitats usually provide everything an animal or plant needs. • There are lots of different types of habitat, including fields, woodland, urban areas and aquatic habitats. • Rural and urban habitats can both be biodiverse but are not suitable for every animal. • Animals can be sorted and classified in many ways. • Classification keys can be used to classify animals. • Closed questions are used in classification keys. • Animals live within different habitats, depending on what they need to survive. • Plants can be sorted and classified in many ways.	Group and Classify Living Things (5) • Animals with a spine are called vertebrates. • All mammals, birds, fish, amphibians and reptiles are vertebrates. Each vertebrate group has different physical features • Animals with a spine are called vertebrates. • Animals without a spine are called invertebrates. • Insects and spiders are invertebrates. • Slugs and snails are soft-bodied invertebrates. • Classification keys can be used to classify animals. • Closed questions are used in classification keys.

	• Human teeth have layers which include enamel, pulp and roots. • Enamel protects the sensitive parts of the tooth underneath. • The human mouth is full of different germs which feed on sugar in the mouth and can cause plaque to build up. • If plaque is not removed from the teeth, it can cause the enamel layer to rot away, exposing the sensitive layers underneath. • Human teeth have layers. • Enamel acts as a protective layer for the sensitive parts of the tooth underneath. • Germs in the mouth feed on sugars and produce acid which can break down the enamel on the teeth. • Digestion is the breaking down of larger pieces of food into smaller pieces so the body can use it for energy. The digestion process begins when food is bitten by the teeth. • Saliva turns smaller pieces of food into a more liquid substance so it travels smoothly down the oesophagus to the stomach. • The stomach churns the food, and adds acid to break it down further before the partially digested food passes to the small intestine.	often, their hearing can be damaged. • A vibration is a quick back-and-forth movement. • Sounds are made when objects vibrate. • The louder the sound, the bigger the vibration. • The quieter the sound, the smaller the vibration. • Pitch means how high or low a sound is. • High-pitched sounds produce faster or more frequent vibrations. • Low-pitched sounds produce slower or less frequent vibrations. • There are different ways to change the pitch of an instrument. Data Collection A (2) • Deciduous trees lose their leaves every year. • Evergreen trees keep their leaves all year round. • In autumn, some animals gather food for colder months. • Some animals eat more in autumn to increase their body fat for colder months. • Bar charts and pictograms are used to present data.	such as treacle, do not flow as easily. • Some materials can change state between a solid, a liquid and a gas. • Water can be a solid (ice), a liquid (water) or a gas (water vapour). • When heat is applied to ice, the ice melts and turns to water. When water is heated it turns into a gas. • To change water vapour (gas) back to water (liquid) it needs to be cooled down as it returns to its liquid state. • To change water to ice, it needs to be frozen. • A thermometer is used to measure temperature. • A stopwatch is used to measure intervals of time. • Nearly three-quarters of planet Earth is covered in water. • Water is in constant movement through a process called the water cycle. As the water moves it is in different states of matter. • Evaporation is one stage of the water cycle. Evaporation is	battery, then electricity cannot flow around it. • A bulb will not light in a circuit if it is not in a complete loop with the cell. • A bulb will not light in a circuit if a switch is open • A conductor is a material which allows energy to flow through it. • Metals are good conductors. • An insulator does not allow energy to flow through it. • Materials which are insulators are rubber, plastic and wood. • A conductor is a material which allows energy to pass through it. • An insulator does not allow energy to pass through it. • Some materials can be used to connect a gap in a circuit, others cannot. Energy (2) • Electricity is energy that flows in wires. • We use electricity to power our homes and schools. • Electricity can be made from burning oil, coal and natural gas	• Classification keys can be used to classify plants. • Closed questions are used in classification keys. • Plants live within different habitats depending on what they need to survive. • Humans can have both positive and negative effects on the natural environment. • Rewilding increases biodiversity by providing a greater range of habitats by returning a damaged habitat to how it used to be. • Nature reserves offer a protected space for plants and animals to live and grow. • Natural resources can be limited, and over-using them can damage the environment. Deforestation (2) • Humans clear large areas of forest for natural resources or space for farming and construction. • Deforestation impacts animals and plants by destroying their habitats and reducing	• Non-flowering plants include mosses and ferns. • Flowering plants can produce flowers and fruit. • Deciduous trees lose their leaves in autumn. • Evergreen trees keep their leaves all year round • Classification keys can be used to classify plants. • Closed questions are used in classification keys. Data Collection C (3) • In summer, flowers are pollinated and change into fruits. • There is typically more active plant and animal life in summer. • In summer, there are more insects and other invertebrates than in the other three seasons. • Bar charts and pictograms are used to present data. • Presenting data in bar charts or pictograms helps to spot patterns or trends easily. • Data can be used to make conclusions
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	• The small intestine absorbs nutrients from the food and passes the remaining food to the large intestine. • The large intestine absorbs water from the remaining food, and then passes the remaining waste to the rectum. • The digestive system allows the body to take in nutrients from food as it passes through the body. • Each organ within the digestive system has a function to help the body break down food. • Germs in the mouth feed on sugars and produce acid which can break down the enamel on the teeth. • Enamel acts as a protective layer for the sensitive parts of the tooth underneath. • We can look after our teeth by brushing them twice a day, reducing our sugar intake and visiting the dentist regularly. Food Chains (4) • A food chain shows an order of living things, to show how energy is transferred when one living thing eats another. • Food chains begin with a producer. • The arrows in a food chain show the energy	• Presenting data in bar charts and pictograms helps to spot patterns and trends easily. • Data can be used to make conclusions and predictions for further investigations.	when a liquid changes state to a gas. • Condensation is when a gas changes state to a liquid.	which is harmful for planet Earth. • There are different ways to reduce our energy usage. • It is important to reduce our energy usage as this means we burn less oil, coal and natural gas. • Turning off lights and appliances, unplugging electronic equipment and using natural light as much as possible helps to reduce our energy usage.	the biodiversity of an area. • Humans are responsible for the destruction of habitats through deforestation. • When habitats are destroyed, the plants and animals that live there become at risk of becoming endangered or extinct. • Palm oil is used in lots of products, such as food and cosmetics. • Palm oil can come from sustainable sources which reduces the impact of deforestation. Data Collection B (2) • In spring, plants start to grow due to the increase in temperature and the amount of sunlight received throughout the day. • In spring, animals that have hibernated come out of hibernation. • There are increased numbers of active insects and other invertebrates in the spring. • Bar charts and pictograms are used to present data. • Presenting data in bar charts or	and suggest further questions. • Data can be used to observe how something changes over time. • The number of some living things varies through the year, because of the changes in the seasons.
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	transfer from one food source to another. • A food chain consists of producers, consumers, predators and prey. • Food chains show an order of living things, to show how energy is transferred when one living thing eats another. • Food chains can either be shorter or longer depending on the number of animals that live within a habitat. • Food chains can be different lengths depending on the living things within a habitat. • Producers are living things such as plants that make their own food. • Consumers eat plants and/or animals. • If food chains are affected by human activity, it can cause many issues for living things within a habitat. • Humans may have a negative impact on food chains and habitats. This could even lead to the extinction of some living things. • Humans can affect food chains through farming, destroying habitats, hunting and overfishing.				pictograms helps to spot patterns or trends easily. • Data can be used to make conclusions, comparisons and predictions for further investigations.	
	Working scientifically: The Digestive System Identifying differences, similarities or changes	Working scientifically: Sound Recording findings using simple scientific	Working scientifically: States of Matter	Working scientifically: Electricity	Working scientifically: Habitats Asking relevant questions and using	Working scientifically: Group and Classify Living Things

	related to simple scientific ideas and processes. Asking relevant questions and using different types of scientific enquiries to answer them. Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations. Setting up simple practical enquiries, comparative and fair tests. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Food Chains Using straightforward scientific evidence to answer questions or to support their findings.	language, drawings, labelled diagrams, keys, bar charts and tables. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Setting up simple practical enquiries, comparative and fair tests. Identifying differences, similarities or changes related to simple scientific ideas and processes. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Data Collection A Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings,	Talk about criteria for grouping, sorting and classifying. Identifying differences, similarities or changes related to simple scientific ideas. Asking relevant questions and using different types of scientific enquiries to answer them. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Setting up simple practical enquiries, comparative and fair tests. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Identifying differences, similarities or changes related to simple	Talk about criteria for grouping, sorting and classifying Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Asking relevant questions and using different types of scientific enquiries to answer them. Energy Asking relevant questions and using different types of scientific enquiries to answer them Using straightforward scientific evidence to answer questions or to support their findings.	different types of scientific enquiries to answer them. Gathering, recording, classifying and presenting data in a variety of ways, to help in answering questions. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Deforestation Asking relevant questions and using different types of scientific enquiries to answer them. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Data Collection B Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.	Talk about criteria for grouping, sorting and classifying Asking relevant questions and using different types of scientific enquiries to answer them. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Data Collection C Gathering, recording, classifying and presenting data in a variety of ways, to help in answering questions. Recording findings using simple scientific language,
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	Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	labelled diagrams, keys, bar charts and tables.	scientific ideas and processes. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.		Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables	drawings, labelled diagrams, keys, bar charts and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
History 		What happened when the Romans came to Britain? -The city of Rome was founded in 753 BC. The Romans built a large empire in Europe. They invaded Britain for the first time in 55 BC. -They built new roads and towns in Britain. This increased trade from the rest of the empire and increased diversity in towns. Some of these roads and towns survive today. -In Britain, there were many Roman villas in the countryside (often decorated with mosaics) and they included a heating system called a hypocaust. -The Celtic Queen Boudicca led a revolt		What Were the Main Achievements of the Maya? The ancient Maya developed an advanced number system for their time. This included the concept of zero as a placeholder. -The Maya had a writing system and professional scribes wrote books called codices which included information about astronomy, gods, war and history. They used syllabograms. -The Maya believed in many gods. Each could help or hurt them. The Maya would dance, sing and make offerings to the gods as a sign of respect. They believed Earth was the Middleworld and was large and flat. Above was the Upperworld		How has life changed in Suffolk since Tudor times? Timeline and important people in Tudor History. How has the social structure changed? Where are the distinctive houses in Suffolk and do we have them now? What impact did the Henry VIII Have on Suffolk during the reformation (monasteries)? Recognise and ask questions about key places in Suffolk – Lavenham, Long Melford, Framlingham Ipswich

		against the Romans in AD 60/61. -In AD 122, Emperor Hadrian decided that a northern border wall should be built to help the Romans control and protect their territory in Britain. It was manned by troops from across the Empire and became known as Hadrian's Wall. -The Romans' legacy can be seen in many places around Britain today.		and below was the Underworld. -The Maya built cities, pyramids and ornate sculptures in the rainforest. -The Maya people mainly ate maize or corn. Maize was very important to them as they believed that the first humans were made from maize dough by the gods. They also drank cacao and the cacao beans were eventually used as a form of currency in the Maya civilisation. -The cities of the Maya civilisation fell into ruin when Spanish explorers arrived in the 16th century.		
		Disciplinary skills: Continuity and Change -Start to explain the impact of some changes that have happened throughout different periods of time. - that there are reasons for continuities and changes across periods of time and explain some of these. -Start to understand that there are times in history when change happens suddenly. Cause and Consequence		Disciplinary skills: Continuity and Change -Identify why some changes between different periods of time have had more significant consequences than others. -Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history. -Understand and describe in some detail		Disciplinary skills: Continuity and Change -Understand and describe in some detail the main changes to an aspect of a period in history. Cause and Consequence -Understand that the consequences of one historical event can sometimes become the causes of another Similarities and Differences -Explain and give varied examples of how life was similar and different in the past. -Explain and give examples to show that

		-Understand that a cause is something directly linked to an event and not just something that happened before it. -Begin to understand that historical events create changes that have consequences. -Explain a series of directly related events that happened in the lead up to a historical event. -Understand that historical events have consequences that sometimes last long after the event is over. Similarities and Differences -Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs. -Identify and give some examples of how life was similar in the past. Historical Significance -Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us.		the main changes to an aspect of a period in history. Cause and Consequence -Examine in more detail the short and long term causes of an event being studied. -Understand that the consequences of one historical event can sometimes become the causes of another,		things may have been different from place to place at the same time. -Start to give reasons for these similarities and differences. Historical Significance -Identify a range of historically significant people and events from different periods of history and explain why they were significant. -Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.
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		-Identify historically significant people and events from a period of history and give some detail about what they did or what happened.				
Geography 	Does Stowmarket have enough amenities to encourage tourism? I can describe aspects of human geography such as land use and settlement		Why should I holiday in the Alps? I can more confidently locate countries in Europe including Russia I can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle and time zones I can to identify key topographical features (including hills, mountains, coasts and rivers). I can understand geographical similarities and differences through the study of human and physical geography of regions in Europe and Stowmarket.		Where would you settle in the UK? I can confidently locate cities of the United Kingdom I can identify geographical regions or counties within the United Kingdom with more confidence I can identify key physical and human characteristics of the UK I can describe aspects of human geography such as land use patterns and settlement I can to identify key topographical features (including hills, mountains, coasts and rivers).	
	Disciplinary skills: I can show more confidence with symbols and key (including the use of OS Maps) I can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using:		Disciplinary skills: I can show some confidence using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied		Disciplinary skills: I can show some confidence using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied	

	sketch maps, plans and graphs, or digital technologies		I can show more confidence with symbols and key (including the use of OS Maps)		I can show more confidence with four figure grid references and am becoming more confident with symbols and key (including the use of OS Maps) I can use the eight points of a compass.	
Art 	Art Scheme Unit 1 (Drawing) Understand that artists and illustrators interpret narrative texts and create sequenced drawings. Storytelling Through Drawing Understand artists can work with pattern for different reasons: Understand Surface Pattern Designers work to briefs to create patterns for products: Artists work with pattern to create paintings or other works. Exploring Pattern Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry. Exploring Pattern Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural. Exploring Pattern		Art Unit 2 (Sculptures) To understand that make sculpture can be challenging. To understand its takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right. Sculpture & Structure Festival Feasts		Art Unit 3 (Exploring still life) Understand that still life name given to the genre of painting (or making) a collection of objects/elements. Exploring Still Life That still life is a genre which artists have enjoyed for hundreds of years,, and which contemporary artists still explore today. Exploring Still Life	

	Disciplinary skills: Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow. Storytelling Through Drawing Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink. Storytelling Through Drawing Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns. Exploring Pattern Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling. Storytelling Through Drawing		Disciplinary skills: Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making. Sculpture & Structure Festival Feasts To combine modelling with construction using mixed media and painting to create sculpture. Festival Feasts		Disciplinary skills: To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background. Exploring Still Life To use close observation and try different hues and tones to capture 3d form in 2 dimensions. (Option to use collage from painted sheets). Exploring Still Life Options to work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foamboard. Exploring Still Life	
All Art units should cover Articles 31 and 13. A31 - The right to access culture and arts. Article 13 - the right to share thoughts freely and creatively through art.						
Computing 		Online safety And Powerpoints about Romans. •Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a		Online Safety Computing systems and networks - Connecting computers (Y3) The internet (Y4) (Digital Literacy) •Use search technologies effectively, appreciate how results are selected		Online Safety and Creating a quiz Repetition in shapes Repetition in games Design, write and debug programs that accomplish specific goals, including

		range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information		and ranked, and be discerning in evaluating digital content •Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		controlling or simulating physical systems; solve problems by decomposing them into smaller parts •Use sequence, selection, and repetition in programs; work with variables and various forms of input and output •Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs •Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
	All computing units should cover the right to be protected from online abuse A34, A35, A36 and the right to education and how to use computers A28, A29					
DT 		Digital world- Mindful Moments • To understand what variables are in programming.		Food Technology- Adapting Recipes • To know that the amount of an ingredient in a recipe is known as the 'quantity.'		Textiles – Fastenings • To know that a fastening is something which holds two pieces of material together

		• To know some of the features of a Micro:bit. • To know that an algorithm is a set of instructions to be followed by the computer. • To know that it is important to check my code for errors (bugs). • To know that a simulator can be used as a way of checking your code works before installing it onto an electronic device. • To understand the terms 'ergonomic' and 'aesthetic'. • To know that a prototype is a 3D model made out of cheap materials, that allows us to test design ideas and make better decisions about size, shape and materials.		• To know that it is important to use oven gloves when removing hot food from an oven. • To know the following cooking techniques: sieving, creaming, rubbing method, cooling. • To understand the importance of budgeting while planning ingredients for biscuits.		for example a zipper, toggle, button, press stud and velcro. • To know that different fastening types are useful for different purposes. • To know that creating a mock up (prototype) of their design is useful for checking ideas and proportions.
		Skills: • Writing design criteria for a programmed timer (Micro:bit). • Exploring different mindfulness strategies. • Applying the results of my research to further inform my design criteria. • Developing a prototype case for my mindful moment timer. • Using and manipulating shapes		Skills: • Designing a biscuit within a given budget, drawing upon previous taste testing judgements. • Following a baking recipe, from start to finish, including the preparation of ingredients. • Cooking safely, following basic hygiene rules.		Skills: • Writing design criteria for a product, articulating decisions made. • Designing a personalised book sleeve. • Making and testing a paper template with accuracy and in keeping with the design criteria.

		and clipart by using computer-aided design (CAD), to produce a logo. • Following a list of design requirements. • Developing a prototype case for my mindful moment timer. • Creating a 3D structure using a net. • Programming a micro:bit in the Microsoft micro:bit editor, to time a set number of seconds/minutes upon button press. • Investigating and analysing a range of timers by identifying and comparing their advantages and disadvantages. • Evaluating my Micro:bit program against points on my design criteria and amending them to include any changes I made. • Documenting and evaluating my project. • Understanding what a logo is and why they are important in the world of design and business. • Testing my program for bugs (errors in the code).		• Adapting a recipe to improve it or change it to meet new criteria (e.g. from savoury to sweet). • Evaluating a recipe, considering: taste, smell, texture and appearance. • Describing the impact of the budget on the selection of ingredients. • Evaluating and comparing a range of food products. • Suggesting modifications to a recipe (e.g. This biscuit has too many raisins, and it is falling apart, so next time I will use less raisins).		• Measuring, marking and cutting fabric using a paper template. • Selecting a stitch style to join fabric. • Working neatly by sewing small, straight stitches. • Incorporating a fastening to a design. • Testing and evaluating an end product against the original design criteria. • Deciding how many of the criteria should be met for the product to be considered successful. • Suggesting modifications for improvement. • Articulating the advantages and disadvantages of different fastening types.
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		• Finding and fixing the bugs (debug) in my code.				
	All DT units should cover Articles 31 and 13. A31 - The right to access culture and arts. Article 13 - the right to share thoughts freely and creatively through art.					
PSHE 	Jigsaw: Being in My World •Know their place in the school community •Know what democracy is (applied to pupil voice in school) •Know how groups work together to reach a consensus •Know that having a voice and democracy benefits the school community •Know how individual attitudes and actions make a difference to a class •Know about the different roles in the school community •Know that their own actions affect themselves and others	Jigsaw: Celebrating Difference •Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying •Know the reasons why witnesses sometimes join in with bullying and don't tell anyone •Know that sometimes people make assumptions about a person because of the way they look or act •Know there are influences that can affect how we judge a person or situation •Know what to do if they think bullying is or might be taking place •Know that first impressions can change	Jigsaw: Healthy Me •Know that there are leaders and followers in groups •Know the facts about smoking and its effects on health •Know the facts about alcohol and its effects on health, particularly the liver •Know ways to resist when people are putting pressure on them •Know what they think is right and wrong •Know how different friendship groups are formed and how they fit into them •Know which friends they value most •Know that they can take on different roles according to the situation •Know some of the reasons some people start to smoke	Jigsaw: Dreams and Goals •Know how to make a new plan and set new goals even if they have been disappointed •Know how to work as part of a successful group •Know how to share in the success of a group •Know what their own hopes and dreams are •Know that hopes and dreams don't always come true •Know that reflecting on positive and happy experiences can help them to counteract disappointment •Know how to work out the steps they need to take to achieve a goal	Jigsaw: Relationships •Know some reasons why people feel jealousy •Know that loss is a normal part of relationships •Know that negative feelings are a normal part of loss •Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe •Know that jealousy can be damaging to relationships •Know that memories can support us when we lose a special person or animal	Jigsaw: Changing Me •Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm •Know that babies are made by a sperm joining with an ovum •Know the names of the different internal and external body parts that are needed to make a baby •Know how the female and male body change at puberty •Know that change can bring about a range of different emotions •Know that personal hygiene is important during puberty and as an adult

			•Know some of the reasons some people drink alcohol			•Know that change is a normal part of life and that some cannot be controlled and have to be accepted
	Skills •Identify the feelings associated with being included or excluded •Be able to take on a role in a group discussion / task and contribute to the overall outcome •Know how to regulate my emotions •Can make others feel cared for and welcome •Recognise the feelings of being motivated or unmotivated •Can make others feel valued and included •Understand why the school community benefits from a Learning Charter •Be able to help friends make positive choices	Skills •Be comfortable with the way they look •Try to accept people for who they are •Be non-judgemental about others who are different •Identify influences that have made them think or feel positively/negatively about a situation •Identify feelings that a bystander might feel in a bullying situation •Identify reasons why a bystander might join in with bullying •Revisit the 'Solve it together' technique to practise conflict and bullying scenarios •Identify their own uniqueness •Identify when a first impression they had was right or wrong	Skills •Can identify the feelings that they have about their friends and different friendship groups •Recognise negative feelings in peer pressure situations •Can identify the feelings of anxiety and fear associated with peer pressure •Can tap into their inner strength and know-how to be assertive •Recognise how different people and groups they interact with impact on them •Identify which people they most want to be friends with	Skills •Have a positive attitude •Can identify the feeling of disappointment •Be able to cope with disappointment •Can identify what resilience is •Can identify a time when they have felt disappointed •Can talk about their hopes and dreams and the feelings associated with these •Help others to cope with disappointment •Enjoy being part of a group challenge •Can share their success with others •Can store feelings of success (in their internal treasure chest) to be used at another time	Skills •Can identify feelings and emotions that accompany jealousy •Can suggest positive strategies for managing jealousy •Can identify people who are special to them and express why •Can identify the feelings and emotions that accompany loss •Can suggest strategies for managing loss •Can tell you about someone they no longer see •Can suggest ways to manage relationship changes including how to negotiate	Skills •Can appreciate their own uniqueness and that of others •Can express any concerns they have about puberty •Have strategies for managing the emotions relating to change •Can express how they feel about having children when they are grown up •Can say who they can talk to about puberty if they are worried •Can apply the circle of change model to themselves to have strategies for managing change

	RRSA 12, 13, 15, 29, 36, 5	RRSA 7, 8, 12, 13, 14, 22, 23, 30	RRSA 6, 12, 19, 27, 29, 36, 24	RRSA 6, 12, 13, 15, 16, 29	RRSA 3, 15, 16, 19, 29, 34,	RRSA 3, 6, 16, 17, 36, 24, 34
RE 	Christianity: Salvation Use a Bible to find chapter and verse where Jesus helps, saves or heals. Give examples of different worship songs and what they celebrate about God and Jesus as Saviour of the world. Explore the Salvation Army	Muslim: Seal of the Prophet Explain what Muslims believe about Muhammad as the messenger of God and the last prophet and recall something about his life. Describe some different ways Muslims show / do not show their beliefs about Muhammad in art, calligraphy or design. Describe ways some Muslims celebrate Muhammad's birthday.	Hinduism: Dharma Describe what a Hindu might learn from the story of Rama and Sita. Describe some things Hindus do to celebrate Rama and Sita's commitment to duty and describe how Hindus celebrate Diwali. Describe what happens at a Hindu wedding.	Jewish: Symbols and stories Understand the Exodus story Describe some different customs and practices Jewish people have as part of their Pesach (Passover) celebrations Explain what happens at Shavuot.	Christianity: Mission Explain what the Great commission is and how the Holy Spirit strengthens Christians. Describe how Pentecost is celebrated and acknowledged in church. Recall the 5 marks of mission of the Anglican church.	Sikhism: Equality Describe what Sikhs might learn about God or how to live from the story of Guru Amar Das and the Emperor. Describe some similar things Sikhs do when they come to the gurdwara for worship and those which demonstrate equality. Explain and describe the practice of the langar.
	Skills Describe what believers might learn from a religious story about God or life Describe some of the different ways people show their beliefs using religious words, symbols or art. Describe some similar things religious people do e.g. pray, but that they do differently. Ask important questions about life and compare ideas with those of other people, including religious believers					
	All RE units should cover these rights: Right to education and respect for other:. A28 and A29, Right to an opinion and expressing what I think: A12 and A13, Protection from religious discrimination: A2, Freedom to practice own religion and culture: A30.					
	Music 	Adapting and transposing motifs Romans To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!). To know that		Body and tuned Percussion Rainforests To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. To know that combining different instruments and different rhythms when we compose can create layers of sound		Rock and Roll To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness. To know that a bass

		'transposing' a melody means changing its key, making it higher or lower pitched. To know that a motif can be adapted by changing the notes, the rhythm or the order of notes. Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Identifying common features between different genres, styles and traditions of music Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrecendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary when discussing improvements to their own and others' work. Composing a coherent piece of music in a given style with voices, bodies and instruments.		we call 'texture'. To know that a 'loop' in music is a repeated melody or rhythm. To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music. Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrecendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary when discussing improvements to their own and others' work. Composing a coherent piece of music in a given style with voices, bodies and instruments. Developing melodies using rhythmic variation, transposition, inversion, and		line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music.
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		Beginning to improvise musically within a given style. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. Suggesting improvements to others work, using musical vocabulary. Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.		looping. Creating a piece of music with at least four different layers and a clear structure. Suggesting improvements to others work, using musical vocabulary. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.		Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary when discussing improvements to their own and others' work. Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.
All music units should cover rights articles A13 and A31. Access to culture, art and music for enjoyment and expressing yourself freely through music.						
French 	Rigolo 7: Encore •Revisiting learning: Describing people •How to describe someone's nationality •How to describe people using various adjectives		Rigolo 9: Les Fetes •How to talk about festivals and dates •How to talk about presents at festivals •How to count from 31 – 60		Rigolo 11: En Mange •How to ask someone for food in a supermarket •How to ask how much something costs •How to talk about activities at a party	

	Rigolo 8: Quelle Heure Est il? •How to talk about activities •How to say the time •How to talk about what time the activities are being done		•How to give and understand instructions Rigolo 10: Ou vas tu? •How to talk about French cities •How to give and understand basic directions •How to talk about the weather •How to talk about the weather and places in France		•How to give opinions about food and various activities Rigolo 12: Le Cirque •How to discuss and identify French speaking countries •How to discuss the languages which we speak and don't speak •How to identify an item of clothing •How to describe the item of clothing	
	Skills: •Revision of variety of avoir phrases •Recognise and use third person singular (il/elle) with avoir •Use être phrases with adjectives •Recognise and use third person singular (il/elle) with être •Recognise different adjective endings •Use several present tense verbs to describe activities •Produce short phrases orally •Express the time •Produce short phrases orally and in writing •Express the time separately and in phrases with other verbs		Skills: •Give dates for festivals through the year •Give more dates for festivals through the year •Ask for various presents •Understand and give imperative instructions •Recognise plural forms •Ask and answer where you are going, using je vais à... •Understand and give imperative instructions for directions •Form weather expressions using impersonal il... •Describe the weather in a certain location in a short sentence		Skills: •Ask what someone wants •Say what you want •Talk about food using partitive article •Ask how much something costs •Talk about food using partitive article •Use on to talk about first person plural activities •Give basic opinions about activities and food •Give the names of various French-speaking countries •Use positive and negative phrases to talk about speaking languages •Describe various items of clothing •Describe various items of clothing using colour adjectives	

PE 	Gymnastics (Odd Nums)	Yoga	Dance	Dance	Athletics	Fitness
	Tag Rugby	Fitness	Basketball	Golf	Cricket	Tennis OAA
	All PE units should cover these rights: Right to protection against discrimination A2, Right for adults to do what is best (safety rules) A3, Right opinion A12, Right to share A13, Right to make friends A15, Right to be protected from harm A19, Right of disabled people A23, Right to Best Health A24, Right to Education A28, Right to develop talents A29, Right to Play and Rest A31					
SMSC	1A, 1B, 1C, 1D 2B, 2D 3A, 3B, 3C, 3D 4A, 4B, 4C, 4D 5A, 5B, 5C, 5D, 5E	1A, 1B, 1C, 1D 2A, 2B, 2C, 2D 3A, 3B 4A, 4B, 4C 4D 5A, 5B, 5C, 5D, 5E	1A, 1B, 1C, 1D 2A, 2B, 2C, 2D 3A, 3B 4A, 4B, 4C, 4D 5A, 5B, 5C, 5D, 5E	1A, 1B, 1C, 1D 3A, 3B 4A, 4B, 4C, 4D 5A, 5B, 5C, 5D, 5E	1A, 1B, 1C, 1D 2A, 2B 3A, 3B, 3C, 3D 4A, 4B, 4C, 4D 5A, 5B, 5C, 5D, 5E	1A, 1B, 1C, 1D 2B 3A 4A, 4B, 4C, 4D 5A, 5B, 5C, 5D, 5E