

	<b>NATIONAL CURRICULUM COVERAGE</b> <b>CYCLE A - CLASS 4 AUTUMN TERM (1<sup>st</sup> HALF ONLY)</b> Version – 04/09/2022		<b>IS LIFE IN BRAZIL ALWAYS A CARNIVAL?</b>
<b>English Writing –</b> 4 x 3-wk units	To Entertain	Story writing / description – Lost in the rain forest	
	To Inform	Report about rain forest animals, deforestation or fair trade	
	To Persuade		
	To Discuss	Deforestation or fair trade	
<b>Maths</b>	Place Value: Number: Shape & Space	Both: Place Value Both: Four Operations	Both: Perimeter and Area Both: Co-ordinates - Position and Direction
<b>Science</b>	Living Things and their Habitats (Life cycles) (Circulation)	Sc~82 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Sc~84 describe the differences in the life cycles of mammals, amphibians, insects and birds Sc~85 describe the life process of reproduction in some plants and animals. Sc~86 describe the changes as humans develop to old age. Sc~102 identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood	
<b>History</b>			
<b>Geography</b>	Brazil	Gg~11 locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Gg~13 identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Gg~14 understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Gg~15 describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, & the water cycle Gg~16 describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Gg~17 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	
<b>Design Technology</b>			
<b>Art and Design</b>	Painting Beatriz Milhazes, Romero Britto	Art~5 to create sketch books to record their observations and use them to review and revisit ideas Art~6 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Art~7 about great artists, architects and designers in history.	
<b>Music</b> <b>DRAFT</b>			
<b>Computing</b> (and Digital Literacy)	DESIGN AND MAKE 3D Printing	Cp~10 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 Cp~12 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Cp~13 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	

Physical Education	Invasion Games, Tri-Golf, OAA (Y6), Play Leader Training (Y6)	<p>PE~4 use running, jumping, throwing and catching in isolation and in combination</p> <p>PE~5 play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>PE~6 develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>PE~7 perform dances using a range of movement patterns</p> <p>PE~8 take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>PE~9 compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
Religious Education (Understanding Christianity)	<p>What does it mean if Christians believe God is Holy and Loving?</p> <p>UNIT: U2.1</p>	<p>RE~142 Identify some different types of biblical texts, using technical terms accurately.</p> <p>RE~143 Explain connections between biblical texts and Christian ideas of God, using theological terms</p> <p>RE~144 Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed.</p> <p>RE~145 Show how Christians put their beliefs into practice in worship</p> <p>RE~146 Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own</p>
Relationships Education (Primary)	CORE THEME 3: Living In	RSE~18. what a stereotype is, and how stereotypes can be unfair, negative or destructive.
Physical Health and Mental Wellbeing	The Wider World  UNIT: One World	HE~13. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
Languages	Classroom instructions and objects Date and weather	<p>FL~1 listen attentively to spoken language and show understanding by joining in and responding</p> <p>FL~2 explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>FL~3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>FL~4 speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>FL~5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>FL~6 present ideas and information orally to a range of audiences*</p> <p>FL~7 read carefully and show understanding of words, phrases and simple writing</p> <p>FL~8 appreciate stories, songs, poems and rhymes in the language</p> <p>FL~9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>FL~10 write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>FL~11 describe people, places, things and actions orally* and in writing</p> <p>FL~12 understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>

	<b>NATIONAL CURRICULUM COVERAGE</b> <b>CYCLE A - CLASS 4 AUTUMN TERM (2nd HALF)</b> Version – 04/09/2022		<b>WHY WERE THE OLYMPICS</b> <b>IMPORTANT IN ANCIENT</b> <b>GREECE?</b>
<b>English Writing –</b> <b>4 x 3-wk</b> <b>units</b>	To Entertain	Writing own Greek style myths, Poetry – ‘Twas the Night Before Christmas	
	To Inform	Newspaper article about the Battle of Marathon	
	To Persuade	Christmas Adverts	
	To Discuss		
<b>Maths</b>	Number: Shape & Space:	Both: Place Value Both: Four Operations Direction Both: Perimeter and Area Both: Co-ordinates - Position and	
<b>Science</b>	Living Things and their Habitats (Life cycles) (Circulation)	Sc~82 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Sc~84 describe the differences in the life cycles of mammals, amphibians, insects and birds Sc~85 describe the life process of reproduction in some plants and animals. Sc~102 identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood	
<b>History</b>	Greeks	His~12 Ancient Greece – a study of Greek life and achievements and their influence on the western world (includes Medicines across time)	
<b>Geography</b>			
<b>Design Technology</b>	Cooking and Nutrition	DT~22 understand and apply the principles of a healthy and varied diet DT~23 prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques DT~24 understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	
<b>Art &amp; Design</b>			
<b>Music</b> <b>DRAFT</b>	Performance Fresh Prince of Bel Air	Mus~5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Mus~6 improvise and compose music for a range of purposes using the inter-related dimensions of music Mus~7 listen with attention to detail and recall sounds with increasing aural memory Mus~8 use and understand staff and other musical notations Mus~9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Mus~10 develop an understanding of the history of music.	
<b>Computing (and Digital Literacy)</b>			

Physical Education	Invasion Games, Gymnastics, Fitness, Play Leader Training (Y6)	<p>PE~4 use running, jumping, throwing and catching in isolation and in combination</p> <p>PE~5 play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>PE~6 develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>PE~7 perform dances using a range of movement patterns</p> <p>PE~8 take part in outdoor &amp; adventurous activity challenges, individually &amp; within a team</p> <p>PE~9 compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
Religious Education (Understanding Christianity)	Christians and how to live: What would Jesus do? UNIT: U2.4	<p>RE~159 Identify features of Gospel texts (for example, teachings, parable, narrative).</p> <p>RE~160 Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts</p> <p>RE~161 Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives</p> <p>RE~162 Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems &amp; opportunities in the world, including their own lives.</p> <p>RE~163 Articulate their own responses to the issues studied, recognising diff. points of view</p>
Relationships Education (Primary)	CORE THEME 1: Health and Wellbeing	<p>RSE~3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>RSE~4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p>
Physical Health and Mental Wellbeing	UNIT: Think Positive	<p>HE~18. the characteristics and mental and physical benefits of an active lifestyle.</p> <p>HE~19. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p>HE~20. the risks associated with an inactive lifestyle (including obesity).</p> <p>HE~22. what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>HE~23. the principles of planning and preparing a range of healthy meals.</p> <p>HE~24. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p>
Languages	Classroom instructions and objects Date and weather	<p>FL~1 listen attentively to spoken language and show understanding by joining in and responding</p> <p>FL~2 explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>FL~3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>FL~4 speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>FL~5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>FL~6 present ideas and information orally to a range of audiences*</p> <p>FL~7 read carefully and show understanding of words, phrases and simple writing</p> <p>FL~8 appreciate stories, songs, poems and rhymes in the language</p> <p>FL~9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>FL~10 write phrases from memory, adapt these to create new sentences, &amp; express ideas clearly</p> <p>FL~11 describe people, places, things and actions orally* and in writing</p> <p>FL~12 understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>

	<b>NATIONAL CURRICULUM COVERAGE</b> <b>CYCLE A - CLASS 4 SPRING TERM (1<sup>st</sup> &amp; 2<sup>nd</sup> HALVES)</b> Version – 04/09/2022		<b>HOW WAS NORTH NIBLEY</b> <b>AFFECTED BY WORLD WAR</b> <b>TWO?</b>	
<b>English</b> <b>Writing –</b> 4 x 3-wk units	To Entertain	Narrative - Evacuation story, Poetry		
	To Inform	Recount		
	To Persuade	Campaign Poster		
	To Discuss			
<b>Maths</b>	Number:	Both: Decimals & Percentages	Both: Decimals & Percentages	
	Number:	Y5: Decimals	Y6: Algebra	
	Measurement:	Both: Measurement: Converting Units	Both: Measurement: Converting Units	
	Measurement:	Both: Measurement: Perimeter, Area & Volume	Both: Measurement: Perimeter, Area & Volume	
	Number:	Y5: Consolidation	Y6: Number: Ratio	
Statistics:	Both: Statistics	Both: Statistics		
<b>Science</b>	Forces	Sc~78 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Sc~79 taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Sc~80 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Sc~98 identify the effects of air resistance, water resistance and friction, that act between moving surfaces		
	Changes through life & Reproduction	Sc~99 recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. Sc~85 describe the life process of reproduction in some plants and animals. Sc~86 describe the changes as humans develop to old age.		
<b>History</b>	WW2	His~10 a study of an aspect or theme in British history extending chronological knowledge beyond 1066 (includes Medicines across time)		
<b>Geography</b>				
<b>Design</b> <b>Technology</b>	Kites	DT~9 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 DT~10 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design DT~11 select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately DT~12 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 DT~13 investigate and analyse a range of existing products DT~14 evaluate their ideas and products against their own design criteria and consider the views of others to improve their work		
	<b>Art and</b> <b>Design</b>	Sketching	Art~5 to create sketch books to record their observations and use them to review and revisit ideas	
		Sculpture	Art~6 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	
		Henry Moore	Art~7 about great artists, architects and designers in history.	
<b>Music</b> <b>DRAFT</b>	Structure	Mus~5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression		
	Dancing in the street	Mus~6 improvise and compose music for a range of purposes using the inter-related dimensions of music		
		Mus~7 listen with attention to detail and recall sounds with increasing aural memory		
		Mus~8 use and understand staff and other musical notations		
	Mus~9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians			
	Mus~10 develop an understanding of the history of music.			
<b>Computing</b> (and Digital Literacy) <b>Information</b> <b>Technology</b>	Collect & Analyse -	Cp~10 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		
	Office 365 -	Cp~11 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content		
	Excel	Cp~12 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information		
		Cp~13 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		

Physical Education	Gymnastics, Dance, Invasion Games, Net & Wall, OAA, Striking & Fielding	PE~4 use running, jumping, throwing and catching in isolation and in combination PE~5 play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending PE~6 develop flexibility, strength, technique, control and balance [for example, athletics and gymnastics] PE~7 perform dances using a range of movement patterns PE~8 take part in outdoor and adventurous activity challenges both individually and within a team PE~9 compare their performances with previous ones, demonstrate improvement to achieve their personal best.
Religious Education (Understanding Christianity)	Why do Christians believe Jesus was the Messiah? UNIT: U2.3	RE~153 Explain the place of Incarnation and Messiah within the 'big story' of the Bible. RE~154 Identify Gospel and prophecy texts, using technical terms. RE~155 Explain connections between biblical texts, Incarnation and Messiah, using theological terms RE~156 Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. RE~157 Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible RE~158 Weigh up how far the idea of Jesus as the 'Messiah' — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers
Religious Education (Glos. Agreed Syllabus)	Why is the Torah so important to Jewish people? UNIT: U2.9	RE~191 Identify and explain Jewish beliefs about God RE~192 Give examples of some texts that say what God is like and explain how Jewish people interpret them RE~193 Make clear connections between Jewish beliefs about the Torah and how they use and treat it RE~194 Make connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) RE~195 Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between orthodox and progressive Jewish practice) RE~196 Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today RE~197 Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today and articulate responses on how far they are valuable to people who are not Jewish
Relationships Education (Primary)	CORE THEME 1: Health and Well-Being UNIT: It's My Body	RSE~2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. RSE~5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. RSE~6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. RSE~10. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. RSE~18. what a stereotype is, and how stereotypes can be unfair, negative or destructive.
Physical Health and Mental Wellbeing		HE~2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. HE~4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. HE~5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. HE~6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. HE~20. the risks associated with an inactive lifestyle (including obesity). HE~22. what constitutes a healthy diet (including understanding calories and other nutritional content). HE~24. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Relationships Education (Primary)	CORE THEME 2: Relationships	RSE~3. that others' families, either in school or wider world, sometimes look different from their family, but that they should respect those differences & know that other children's families are also characterised by love & care. RSE~5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
Physical Health and Mental Wellbeing	UNIT: Be Yourself	HE~18. the characteristics and mental and physical benefits of an active lifestyle. HE~19. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. HE~20. the risks associated with an inactive lifestyle (including obesity). HE~22. what constitutes a healthy diet (including understanding calories and other nutritional content). HE~23. the principles of planning and preparing a range of healthy meals. HE~24. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). HE~26. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
Languages	Do you have..? Clothing Opinions	FL~1 listen attentively to spoken language and show understanding by joining in and responding FL~2 explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words FL~3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* FL~4 speak in sentences, using familiar vocabulary, phrases and basic language structures FL~5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* FL~6 present ideas and information orally to a range of audiences* FL~7 read carefully and show understanding of words, phrases and simple writing FL~8 appreciate stories, songs, poems and rhymes in the language FL~9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary FL~10 write phrases from memory, and adapt these to create new sentences, to express ideas clearly FL~11 describe people, places, things and actions orally* and in writing FL~12 understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

 <b>NATIONAL CURRICULUM COVERAGE</b> <b>CYCLE A - CLASS 4 SUMMER TERM (1<sup>st</sup> &amp; 2<sup>nd</sup> HALVES)</b> Version – 04/09/2022		<b>DO WE HAVE ENOUGH RAIN?</b>
English Writing – 4 x 3-wk units	To Entertain	Descriptive writing in character
	To Inform	Newspaper reports, Diary Writing, Letter writing form the Titanic
	To Persuade	
	To Discuss	Who was to blame for the sinking of the Titanic
Maths	Geometry: Consolidation:	Both: Properties of Shape Both: Position and Direction Both: Investigations & Consolidation
		Both: Properties of Shape Both: Position and Direction (SATS) Both: Investigations & Consolidation
Science	Properties and Changes Of Materials	<p>Sc~78 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Sc~79 taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>Sc~80 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Sc~87 compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>Sc~88 know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Sc~89 use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Sc~91 demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Sc~92 explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>
History		
Geography	Rivers	<p>Gg~12 name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Gg~13 identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian &amp; time zones (including day &amp; night)</p> <p>Gg~15 describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Gg~16 describe &amp; understand key aspects of: human geography, including: types of settlement &amp; land use, economic activity incl. trade links, &amp; the distribution of natural resources including energy, food, minerals &amp; water</p> <p>Gg~17 use maps, atlases, globes and digital/computer mapping to locate countries &amp; describe features studied</p>
Design Technology	Textiles (Cushion Covers)	<p>DT~9 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</p> <p>DT~10 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>DT~11 select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>DT~12 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</p> <p>DT~13 investigate and analyse a range of existing products</p> <p>DT~14 evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>DT~15 understand how key events and individuals in design and technology have helped shape the world</p>
Art and Design	Textiles - Batik	<p>Art~5 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Art~6 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>
Music <b>DRAFT</b>	Song cycles & structures Make you feel my love	<p>Mus~5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mus~6 improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Mus~7 listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mus~8 use and understand staff and other musical notations</p> <p>Mus~9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Mus~10 develop an understanding of the history of music.</p>
Computing (& Digital Literacy)  Computer Science	Write and Debug!  Scratch	<p>Cp~7 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Cp~8 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Cp~9 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Cp~10 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</p> <p>Cp~11 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>

Physical Education	Athletics, Striking & Fielding Games Tri-Golf	PE~4 use running, jumping, throwing and catching in isolation and in combination PE~5 play competitive games, modified as appropriate & apply basic principles suitable for attack & defence PE~6 develop flexibility, strength, technique, control and balance PE~7 perform dances using a range of movement patterns PE~8 take part in outdoor and adventurous activity challenges both individually and within a team PE~9 compare their performances with previous and demonstrate improvement to achieve personal best.
Religious Education (Understanding Christianity)	For Christians, what kind of King is Jesus?  UNIT: U2.6	RE~171 Explain connections between biblical texts and the concept of the Kingdom of God. RE~172 Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations RE~173 Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice. RE~174 Show how Christians put their beliefs into practice in different ways RE~175 Relate the Christian 'Kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities the world today. RE~176 Articulate their own responses to the idea of the importance of love and service in the world today
Religious Education (Glos. Agreed Syllabus)	How does faith help people when life gets hard?  UNIT: U2.12	RE~213 Describe at least 3 examples of ways in which religions guide people how to respond to good and hard times in life RE~214 Identify beliefs about life after death in at least two religious traditions, comparing & accounting for similarities & differences RE~215 Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) RE~216 Give examples of ways in which beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives RE~217 Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these RE~218 Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own
Relationships Education (Primary)	CORE THEME 1: Health and Wellbeing	RSE~9. that healthy friendships are positive & welcoming towards others, & do not make others feel lonely or excluded. RSE~11. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. RSE~18. what a stereotype is, and how stereotypes can be unfair, negative or destructive.
Physical Health and Mental Wellbeing	UNIT: Safety First	HE~1. that mental wellbeing is a normal part of daily life, in the same way as physical health. HE~4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. HE~7. isolation & loneliness can affect children & that it is very important for children to discuss feelings with an adult & seek support. HE~9. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). HE~10. it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. HE~12. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. HE~21. how and when to seek support including which adults to speak to in school if they are worried about their health. HE~29. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. HE~30. about hygiene & germs including bacteria, viruses, how they are spread & treated, and the importance of handwashing. HE~31. the facts and science relating to allergies, immunisation and vaccination.
Relationships Education (Primary)	CORE THEME 2: Relationships  UNIT: Growing Up	RSE~1. that families are important for children growing up because they can give love, security and stability. RSE~2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. RSE~4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. RSE~5. that marriage represents a formal & legally recognised commitment of two people to each other, intended to be lifelong. RSE~10. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. RSE~17. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
Physical Health and Mental Wellbeing		HE~3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. HE~4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. HE~8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. HE~9. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). HE~15. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. HE~20. the risks associated with an inactive lifestyle (including obesity). HE~27. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
Languages	House Rooms Family	FL~1 listen attentively to spoken language and show understanding by joining in and responding FL~2 explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words FL~3 engage in conversations; ask & answer questions; express opinions & respond to those of others; seek clarification & help* FL~4 speak in sentences, using familiar vocabulary, phrases and basic language structures FL~5 develop accurate pronunciation & intonation so others understand when they are reading aloud or using familiar words & phrases* FL~6 present ideas and information orally to a range of audiences* FL~7 read carefully and show understanding of words, phrases and simple writing FL~8 appreciate stories, songs, poems and rhymes in the language FL~9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary FL~10 write phrases from memory, and adapt these to create new sentences, to express ideas clearly FL~11 describe people, places, things and actions orally* and in writing FL~12 understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.



**NATIONAL CURRICULUM COVERAGE**  
**CYCLE B - CLASS 4 AUTUMN TERM (1<sup>st</sup> HALF)**  
 Version – 04/09/2022

**DOES NORTH NIBLEY HAVE A PRE-HISTORY?**

English Writing – 4 x 3-wk units	To Entertain	Narrative, Poetry
	To Inform	Newspaper
	To Persuade	Persuasive Letter (formal)
	To Discuss	
Maths	Place Value: Number: Shape & Sp	Both: Place Value Both: Four Operations Both: Perimeter and Area Both: Co-ordinates - Position and Direction
Science	Evolution  Living Things – Classification and Micro- Organisms	Sc~82 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Sc~83 identifying scientific evidence that has been used to support or refute ideas or arguments. Sc~105 recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Sc~106 recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Sc~107 identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Sc~100 describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Sc~101 give reasons for classifying plants and animals based on specific characteristics.
History	Stone Age to Iron Age	His~5 changes in Britain from the Stone Age to the Iron Age (includes Medicines across time)
Geography		
Design Technology		
Art and Design	Photography - Vanley Burke	Art~5 to create sketch books to record their observations and use them to review & revisit ideas Art~6 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
Music DRAFT		
Computing	Log and Control  Sensing, dataloggers, Mission Control	Cp~7 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Cp~8 use sequence, selection, and repetition in programs; work with variables and various forms of input and output Cp~9 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Cp~10 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 Cp~11 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
Physical Education	Invasion Games, Tri-Golf, OAA (Y6), Play Leader Training (Y6)	PE~4 use running, jumping, throwing and catching in isolation and in combination PE~5 play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending PE~6 develop flexibility, strength, technique, control and balance PE~7 perform dances using a range of movement patterns PE~8 take part in outdoor and adventurous activity challenges, individually and within a team PE~9 compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Religious Education (Understanding Christianity)	Creation and science: conflicting or complementary?  UNIT: U2.2	RE~147 Identify what type of text some Christians say Genesis 1 is, and its purpose. RE~148 Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations RE~149 Make clear connections between Genesis 1 and Christian belief about God as Creator. RE~150 Show understanding of why many Christians find science and faith go together RE~151 Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. RE~152 Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views
Relationships Education (Primary)	CORE THEME 1: Health and Wellbeing  UNIT: Aiming High	RSE~8. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. RSE~10. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
Physical Health and Mental Wellbeing		HE~26. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. HE~16. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
Languages	Town Directions	FL~1 listen attentively to spoken language and show understanding by joining in and responding FL~2 explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words FL~3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* FL~4 speak in sentences, using familiar vocabulary, phrases and basic language structures FL~5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* FL~6 present ideas and information orally to a range of audiences* FL~7 read carefully and show understanding of words, phrases and simple writing FL~8 appreciate stories, songs, poems and rhymes in the language FL~9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary FL~10 write phrases from memory, and adapt these to create new sentences, to express ideas clearly FL~11 describe people, places, things and actions orally* and in writing FL~12 understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

	<b>NATIONAL CURRICULUM COVERAGE</b> <b>CYCLE B - CLASS 4 AUTUMN TERM (2<sup>nd</sup> HALF)</b> Version – 04/09/2022		<b>LONDON OR NORTH NIBLEY –</b> <b>WHERE IS THE BEST PLACE TO LIVE?</b>
<b>English Writing –</b> 4 x 3-wk units	To Entertain	Narrative, Poetry	
	To Inform	Newspaper	
	To Persuade	Persuasive Letter (formal)	
	To Discuss		
<b>Maths</b>	Place Value: Number: Shape Space	Both: Place Value Both: Four Operations	Both: Perimeter and Area Both: Co-ordinates - Position and Direction
<b>Science</b>	Evolution           Living Things – Classification and Micro-Organisms	Sc~82 reporting & presenting findings from enquiries, inc. conclusions, causal relationships & explanations of degree of trust in results, in oral & written for such as displays & other presentations Sc~83 identifying scientific evidence that has been used to support or refute ideas or arguments. Sc~105 recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Sc~106 recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Sc~107 identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Sc~100 describe how living things are classified into broad groups according to common observable characteristics & based on similarities & differences, including micro-organisms, plants & animals Sc~101 give reasons for classifying plants and animals based on specific characteristics.	
<b>History</b>			
<b>Geography</b>	London	Gg~12 name & locate counties & cities of the United Kingdom, geographical regions & their identifying human & physical characteristics, key topographical features (including hills, mountains, coasts & rivers), & I&-use patterns; & underst& how some of these aspects have changed over time Gg~15 describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Gg~16 describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Gg~17 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	
<b>Design Technology</b>	Function & Aesthetics - Phone cases	DT~9 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 DT~10 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design DT~11 select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately DT~12 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 DT~13 investigate and analyse a range of existing products DT~14 evaluate their ideas and products against their own design criteria and consider the views of others to improve their work DT~17 understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	
<b>Art &amp; Design</b>			
<b>Music</b> <b>DRAFT</b>	Beat and Rhythm       Happy	Mus~5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Mus~6 improvise and compose music for a range of purposes using the inter-related dimensions of music Mus~7 listen with attention to detail and recall sounds with increasing aural memory Mus~8 use and understand staff and other musical notations Mus~9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Mus~10 develop an understanding of the history of music.	

Computing (& Digital Literacy)		
Physical Education	Invasion Games, Tri-Golf, Play Leader Training (Y6)	PE~4 use running, jumping, throwing and catching in isolation and in combination PE~5 play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending PE~6 develop flexibility, strength, technique, control and balance PE~7 perform dances using a range of movement patterns PE~8 take part in outdoor and adventurous activity challenges both individually and within a team PE~9 compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Religious Education (Understanding Christianity)	Why do some people believe in God and some people do not?  UNIT: U2.11	RE~205 Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs RE~206 Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from RE~207 Give examples of reasons why people do or do not believe in God. RE~208 Make clear connections between what people believe about God and the impact of this belief on how they live RE~209 Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) RE~210 Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging RE~211 Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not RE~212 Make connections between belief and behaviour in their own lives, in the light of their learning
Relationships Education (Primary)	CORE THEME 3: Living In The Wider World	RSE~12. the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. RSE~18. what a stereotype is, and how stereotypes can be unfair, negative or destructive. RSE~18. what a stereotype is, and how stereotypes can be unfair, negative or destructive.
Physical Health and Mental Wellbeing	UNIT: Diverse Britain	HE~11. that for most people the internet is an integral part of life and has many benefits. HE~13. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. HE~15. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. HE~16. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. HE~21. how and when to seek support including which adults to speak to in school if they are worried about their health. HE~28. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
Languages	Town Directions	FL~1 listen attentively to spoken language and show understanding by joining in and responding FL~2 explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words FL~3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* FL~4 speak in sentences, using familiar vocabulary, phrases and basic language structures FL~5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* FL~6 present ideas and information orally to a range of audiences* FL~7 read carefully and show understanding of words, phrases and simple writing FL~8 appreciate stories, songs, poems and rhymes in the language FL~9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary FL~10 write phrases from memory, and adapt these to create new sentences, to express ideas clearly FL~11 describe people, places, things and actions orally* and in writing FL~12 understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.



**NATIONAL CURRICULUM COVERAGE**  
**CYCLE B - CLASS 4 SPRING TERM (1<sup>st</sup>& 2<sup>nd</sup> HALVES)**  
 Version – 04/09/2022

**IS THERE LIFE 'OUT THERE'?**

English Writing – 4 x 3-wk units	To Entertain	Descriptions and stories involving planets, aliens and space travel	
	To Inform	Fact files, information about planets	
	To Persuade		
	To Discuss		
Maths	Number:	Both: Decimals & Percentages	Both: Decimals & Percentages
	Number:	Y5: Decimals	Y6: Algebra
	Measurement:	Both: Measurement: Converting Units	Both: Measurement: Converting Units
	Measurement:	Both: Measurement: Perimeter, Area & Volume	Both: Measurement: Perimeter, Area & Volume
	Number:	Y5: Consolidation	Y6: Number: Ratio
Statistics:	Both: Statistics	Both: Statistics	
Science	Earth and Space	Sc~83 identifying scientific evidence that has been used to support or refute ideas or arguments. Sc~93 describe the movement of the Earth, and other planets, relative to the Sun in the solar system Sc~94 describe the movement of the Moon relative to the Earth Sc~95 describe the Sun, Earth and Moon as approximately spherical bodies Sc~96 use the idea of the Earth's rotation to explain day/night & the apparent movement of the sun across the sky. Sc~97 explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Sc~108 recognise that light appears to travel in straight lines Sc~109 use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Sc~110 explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Sc~111 use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	
	Light		
History	The Maya	His~13 a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. (includes Medicines across time)	
Geography			
Design Technology	Moon buggies	DT~9 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 DT~10 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design DT~11 select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately DT~12 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 DT~13 investigate and analyse a range of existing products DT~14 evaluate their ideas and products against their own design criteria and consider the views of others to improve their work DT~17 understand & use mechanical systems in products [for example, gears, pulleys, cams, levers & linkages] DT~18 understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] DT~19 apply their understanding of computing to program, monitor and control their products.	
Art and Design	Different Media – Peter Thorpe	Art~5 to create sketch books to record their observations and use them to review and revisit ideas Art~6 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Art~7 about great artists, architects and designers in history.	
Music DRAFT	Listening & Dynamics	Mus~5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Mus~6 improvise and compose music for a range of purposes using the inter-related dimensions of music Mus~7 listen with attention to detail and recall sounds with increasing aural memory Mus~8 use and understand staff and other musical notations Mus~9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Mus~10 develop an understanding of the history of music.	
Computing (Information Technology)	Use and Combine	Cp~11 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Cp~12 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Cp~13 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	
	Video & Sound		

Physical Education	Gymnastics, Dance, Invasion Games, Net & Wall, OAA, Striking & Fielding	<p>PE~4 use running, jumping, throwing and catching in isolation and in combination</p> <p>PE~5 play competitive games, modified where appropriate, apply basic principles of attacking &amp; defending</p> <p>PE~6 develop flexibility, strength, technique, control and balance</p> <p>PE~7 perform dances using a range of movement patterns</p> <p>PE~8 take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>PE~9 compare their performances with previous ones, demonstrate improvement to achieve their personal best.</p>
Religious Education (Understanding Christianity)	What do Christians believe Jesus did to "save" people? UNIT: U2.5	<p>RE~164 Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.</p> <p>RE~165 Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.</p> <p>RE~166 Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts</p> <p>RE~167 Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.</p> <p>RE~168 Show how Christians put their beliefs into practice in different ways</p> <p>RE~169 Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p> <p>RE~170 Articulate their own responses to the idea of sacrifice, recognising different points of view</p>
Religious Education (Glos. Agreed Syllabus)	Why do Hindus want to be good? UNIT: U2.7	<p>RE~177 Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately.</p> <p>RE~178 Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha etc</p> <p>RE~179 Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live</p> <p>RE~180 Connect the four Hindu aims of life and &amp; four stages of life with beliefs about dharma, karma, moksha</p> <p>RE~181 Give evidence &amp; examples to show how Hindus put their beliefs into practice in different ways</p> <p>RE~182 Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus.</p> <p>RE~183 Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view</p>
Relationships Education (Primary)	CORE THEME 2: Relationships UNIT: V.I.P.s	<p>RSE~3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>RSE~4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p>RSE~5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>RSE~6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>RSE~7. how important friendships are in making us feel happy &amp; secure, &amp; how people choose &amp; make friends.</p> <p>RSE~18. what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p>
Physical Health & Mental Wellbeing		<p>HE~12. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>HE~21. how and when to seek support including which adults to speak to in school if they are worried about their health.</p>
Relationships Education	CORE THEME 3: Living In The Wider World UNIT: Money Matters	RSE~24. how information and data is shared and used online.
Physical Health & Mental Wellbeing		<p>HE~13. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>HE~16. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p>
Languages	Days of the week Time Sports and hobbies	<p>FL~1 listen attentively to spoken language and show understanding by joining in and responding</p> <p>FL~2 explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>FL~3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>FL~4 speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>FL~5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>FL~6 present ideas and information orally to a range of audiences*</p> <p>FL~7 read carefully and show understanding of words, phrases and simple writing</p> <p>FL~8 appreciate stories, songs, poems and rhymes in the language</p> <p>FL~9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>FL~10 write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>FL~11 describe people, places, things and actions orally* and in writing</p> <p>FL~12 understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>

	<b>NATIONAL CURRICULUM COVERAGE</b> <b>CYCLE B - CLASS 4 SUMMER TERM (1<sup>st</sup> HALF)</b> Version – 04/09/2022		<b>WHAT WAS THE GREATEST ACHIEVEMENT OF THE MAYA CIVILIZATION?</b>
<b>English Writing –</b> 4 x 3-wk units	To Entertain	Narrative, Poetry	
	To Inform	Leaflet	
	To Persuade		
	To Discuss	Balanced Argument	
<b>Maths</b>	Geometry:	Both: Properties of Shape	Both: Properties of Shape
	Geometry:	Both: Position and Direction	Both: Position and Direction (SATS)
<b>Science</b>	<b>Electricity</b>  <b>Everyone As Scientists</b>	Sc~112 associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Sc~113 compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Sc~114 use recognised symbols when representing a simple circuit in a diagram. Sc~78 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Sc~79 taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Sc~80 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Sc~81 using test results to make predictions to set up further comparative and fair tests Sc~82 reporting & presenting findings from enquiries, including conclusions, causal relationships & explanations of degree of trust in results, in oral & written forms such as displays & other presentations Sc~83 identifying scientific evidence that has been used to support or refute ideas or arguments. Sc~90 give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic	
<b>History</b>			
<b>Geography</b>	<b>World Trade</b>	Gg~11 locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Gg~13 identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Gg~14 understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Gg~15 describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, & the water cycle Gg~16 describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Gg~17 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	
<b>Design Technology</b>			
<b>Art and Design</b>	Sculpture – Mayan Clay	Art~5 to create sketch books to record their observations and use them to review and revisit ideas Art~6 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Art~7 about great artists, architects and designers in history.	
<b>Music</b> <b>DRAFT</b>			
<b>Computing (and Digital Literacy)</b>	<b>Search &amp; Evaluate</b> Web, Social Media	Cp~10 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 Cp~11 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Cp~13 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	

Physical Education	Athletics, Striking & Fielding Games Tri-Golf	<p>PE~4 use running, jumping, throwing and catching in isolation and in combination</p> <p>PE~5 play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>PE~6 develop flexibility, strength, technique, control and balance</p> <p>PE~7 perform dances using a range of movement patterns</p> <p>PE~8 take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>PE~9 compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
Religious Education (Glos. Agreed Syllabus)	<p>What does it mean to be Muslim in Britain today?</p> <p>UNIT: U2.8</p>	<p>RE~184 Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Muhammad as the Messenger, Qur'an as the message).</p> <p>RE~185 Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on five pillars; hajj practices follow example of the Prophet)</p> <p>RE~186 Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)</p> <p>RE~187 Give evidence and examples to show how Muslims put their beliefs into practice in different ways</p> <p>RE~188 Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Gloucestershire today</p> <p>RE~189 Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims</p> <p>RE~190 Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views</p>
Relationships Education (Primary)	<p>CORE THEME 3: Living In The Wider World</p> <p>UNIT: Respecting Rights</p>	<p>RSE~1. that families are important for children growing up because they can give love, security and stability.</p> <p>RSE~4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p>RSE~9. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>RSE~12. the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>RSE~17. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p>
Physical Health and Mental Wellbeing		<p>HE~9. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p> <p>HE~15. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>HE~16. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p>
Languages	Numbers Food Restaurants	<p>FL~1 listen attentively to spoken language and show understanding by joining in and responding</p> <p>FL~2 explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>FL~3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>FL~4 speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>FL~5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>FL~6 present ideas and information orally to a range of audiences*</p> <p>FL~7 read carefully and show understanding of words, phrases and simple writing</p> <p>FL~8 appreciate stories, songs, poems and rhymes in the language</p> <p>FL~9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>FL~10 write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>FL~11 describe people, places, things and actions orally* and in writing</p> <p>FL~12 understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>



Computing (and Digital Literacy)		
Physical Education	Athletics, Striking & Fielding Games Tri-Golf	PE~4 use running, jumping, throwing and catching in isolation and in combination PE~5 play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending PE~6 develop flexibility, strength, technique, control and balance PE~7 perform dances using a range of movement patterns PE~8 take part in outdoor and adventurous activity challenges both individually and within a team PE~9 compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Religious Education (Glos. Agreed Syllabus)	What matters most to Humanists and Christians?  UNIT: U2.10	RE~198 Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) RE~199 Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God') RE~200 Make clear connections between Christian and Humanist ideas about being good and how people live RE~201 Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view RE~202 Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between orthodox and progressive Jewish practice) RE~203 Raise important questions and suggest answers about how and why people should be good RE~204 Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views
Relationships Education (Primary)	CORE THEME 2: Relationships  UNIT: Team	RSE~3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. RSE~4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. RSE~7. how important friendships are in making us feel happy and secure, and how people choose and make friends. RSE~8. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. RSE~18. what a stereotype is, and how stereotypes can be unfair, negative or destructive.
Physical Health and Mental Wellbeing		HE~12. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. HE~21. how and when to seek support including which adults to speak to in school if they are worried about their health. HE~27. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. HE~28. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
Languages	Numbers Food Restaurants	FL~1 listen attentively to spoken language and show understanding by joining in and responding FL~2 explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words FL~3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* FL~4 speak in sentences, using familiar vocabulary, phrases and basic language structures FL~5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* FL~6 present ideas and information orally to a range of audiences* FL~7 read carefully and show understanding of words, phrases and simple writing FL~8 appreciate stories, songs, poems and rhymes in the language FL~9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary FL~10 write phrases from memory, and adapt these to create new sentences, to express ideas clearly FL~11 describe people, places, things and actions orally* and in writing FL~12 understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.