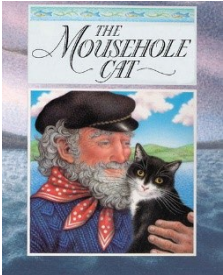
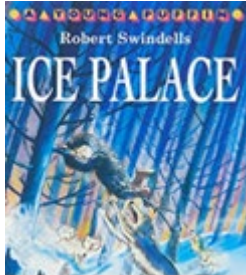
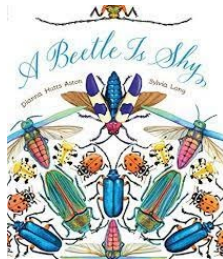
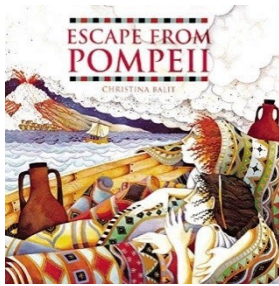
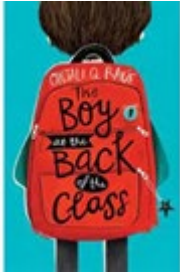


Year 4 curriculum

	Term 1	Term 2	Term 3--	Term 4	Term 5	Term 6
Core Texts	 <p>Mousehole Cat</p>	 <p>Ice Palace</p>	 <p>A beetle is shy</p>	 <p>Escape from Pompeii</p>	 <p>The boy at the back of the class</p>	
English – writing opportunities	<p>Informal Letter Narrative Senses poetry</p>	<p>Narrative Kenning Poetry</p>	<p>Non-Chronological report Haiku Poetry</p>	<p>Diary writing Cinquain Poetry</p>	<p>Diary writing Formal Letter</p>	<p>Dialogue Newspaper Report</p>
English - SPAG	<p>Review common and proper nouns Revise vowels and consonants, Select the determiner 'a' or 'an' appropriately; Check use of CL for more obscure contexts e.g. shops, hotels, companies, landmarks, museums Compose a question for a given statement or a response to a given exclamation Revise role of conjunctions Revise the present perfect / past perfect e.g. He has/had gone to find his puppy, with a focus on spoken accuracy Revise use of inverted commas (and commas) to indicate direct speech; clarify</p>	<p>Introduce full set of well-known collective noun Identify and use pronouns to avoid repetition Compose expanded noun phrases and apply to writing Identify the main clause and subordinate clause Revise spelling of regular and irregular past tense verb forms Revise use of comma to separate items in a list Revise use of apostrophe for singular and regular plural nouns Introduce apostrophe for irregular plural nouns e.g. children's Compose a question for a given statement or a response to a given exclamation</p>	<p>Ensure correct use of determiners 'these' and 'those'; find determiners which are quantifiers e.g. some, every Identify prepositions in sentences Vary sentence openers Change the pronoun e.g. They / The villagers Convert from one tense to another Identify 1st or 3rd person in shared or guided reading Revise use of apostrophe for omission, and ensure pupils know term 'contracted form'  Define meaning of a range of homophones Revise and expand understanding of further words with a prefix e.g. improper,</p>	<p>Vary position of the adverbial in a sentence, ensuring correct use of comma Explore sets of words which can be either of two or three word classes Write a diary extract or journal / log in 1st person, consistently using past tense verb forms as appropriate Secure spelling of verbs in progressive form Model, discuss and use commas to separate clauses effectively Define meaning of a range of homophones Revise and expand understanding of further words with a prefix e.g. improper, illegal; discuss adverbials in own and others' writing</p>	<p>Identify possessive determiners e.g. my, your, her, their Maintain consistency of tense in narrative / report writing, explanation / instructions Practise further contexts for present and past perfect verb forms Demarcate sentences with increasing security, including apostrophe for omission and possession Refine understanding of the meaning of less familiar words  In spoken and written contexts, apply known rules of Standard English; respond to errors by modelling correct verb forms orally; drama</p>	<p>Refine understanding of the meaning of less familiar words In spoken and written contexts, apply known rules of Standard English; respond to errors by modelling correct verb forms orally; drama which requires formal language</p>

	<p>the difference when writing a playscript</p> <p>Identify direct and indirect speech when reading texts</p> <p>Revise correct use of subject/verb agreement to conform to Standard English, orally and using multiple choice questions e.g. Where were / was you?</p>	<p>Collect nouns made from verbs using the suffixes -ation and -sion e.g. admiration, decision</p> <p>Revise correct use of subject/verb agreement to conform to Standard English, orally and using multiple choice questions e.g. Where were / was you?</p>	<p>illegal; discuss adverbials in own and others' writing</p> <p>Identify, discuss and correct sentences which contain a double negative e.g. Don't nobody get on the bus; model accurate use of Standard English in dictated sentences</p>	<p>Identify, discuss and correct sentences which contain a double negative e.g. Don't nobody get on the bus; model accurate use of Standard English in dictated sentences</p>	<p>which requires formal language</p>	
<p>Maths – White Rose</p>	<p><b>Place Value</b></p> <p>I can represent, partition, compare and order numbers to 1000. I can use number lines to 1000. I can represent, partition, compare and order numbers up to 10,000. I can add 1,10,100 or 1000 to any number. I can identify Roman numerals. I can round to the nearest 10, 100 or 1000.</p> <p><b>Addition and Subtraction</b></p> <p>I can add two 4 digit numbers with and without exchange. I can subtract two 4 digit numbers with and without exchange. I can identify efficient ways to subtract. I can estimate answers. I can use checking strategies.</p>	<p><b>Area</b></p> <p>I can explain what area is. I can count squares. I can draw shapes with certain areas. I can compare the areas of shapes.</p> <p><b>Multiplication and Division</b></p> <p>I can identify multiples of 3,6,7,9,11 and 12. I can use division facts for the times tables. I can multiply and divide by 1 and 0. I can multiply 3 numbers.</p>	<p><b>Multiplication and Division</b></p> <p>I can identify fact pairs. I can multiply and divide by 10 and 100. I can learn informal written methods for multiplication and division. I can use expanded and short written methods for multiplication and division. I can multiply a 2 digit or a 3 digit number by a 1 digit number. I can divide a 2 digit or 3 digit number by a 1 digit number. I can solve correspondence problems. I can use efficient multiplication methods.</p> <p><b>Length and Perimeter</b></p> <p>I can measure in kilometres and metres. I can identify equivalent lengths. I can find the perimeter of rectangles, rectilinear shapes, regular polygons and polygons. I can find the missing lengths in rectilinear shapes.</p>	<p><b>Fractions</b></p> <p>I can understand the whole. I can count beyond 1. I can partition a mixed number. I can use number lines with mixed numbers. I can compare and order mixed number. I can understand improper fractions. I can convert improper fractions to mixed number and vice versa. I can identify equivalent fractions on a number line. I can identify equivalent fraction families. I can add two or more fractions with the same denominator. I can add fractions and mixed numbers. I can subtract fractions with the same denominator.</p> <p>Decimals</p> <p>I can identify tenths as fractions and decimals. I can use a place value chart to represent tenths. I can show tenths on a number line. I can divide a 1 or 2 digit number by 10. I can identify hundredths as fractions and decimals. I can use a place value chart to represent hundredths. I can divide a 1 or 2 digit number by 100.</p>	<p><b>Decimals</b></p> <p>I can make a whole with tenths and hundredths. I can partition and flexibly partition decimals. I can compare and order decimals. I can round to the nearest whole number. I can identify halves and quarters as decimals.</p> <p><b>Money</b></p> <p>I can write money using decimals. I can convert between pounds and pence. I can compare amounts of money. I can estimate with money. I can use the four operations with money. I can solve problems with money.</p> <p><b>Time</b></p> <p>I can identify years, months, weeks and days. I can recap hours, minutes and seconds knowledge. I can convert between analogue and digital times. I can convert to and from the 24 hour clock.</p>	<p><b>Shape</b></p> <p>I can understand angles as turns. I can identify, compare and order angles. I can identify different types of triangles, quadrilaterals and polygons. I can recognise lines of symmetry. I can complete a symmetric figure.</p> <p><b>Statistics</b></p> <p>I can interpret charts. I can solve comparison, sum and difference problems. I can interpret line graphs. I can draw line graphs.</p> <p><b>Position and Direction</b></p> <p>I can describe positions using coordinates. I can plot coordinates on a grid. I can translate on a grid. I can describe translations on a grid.</p>

<p>Science – knowledge and skills</p>	<p><b>Classifying Living Things Knowledge</b> Group animals Vertebrates and invertebrates Group plants <b>Skills</b> I can use and make classification keys for animals and plants I can collect data using a tally chart I can present data in a bar chart I can analyse data</p>	<p><b>States of matter Knowledge</b> Explore solids, liquids and gases Think differently – solids, liquids and gases Change states Use equipment The water cycle <b>Skills</b> I can use equipment such as stopwatches and thermometers I can identify variables in an experiment I can recognise what makes a fair test I can plan a melting and evaporation experiment I can follow methods carefully I can make careful observations</p>	<p><b>Sound Knowledge</b> Vibrations The ear Investigate sound Explore volume and pitch Plan volume experiment Investigate and evaluate volume experiment Data Collection B <b>Skills</b> I can use equipment such as data loggers. I can plan a sound experiment I can identify variables I can make careful observations I can compare data I can analyse data</p>	<p><b>Electricity &amp; Energy Knowledge</b> Common appliances that use electricity Build and draw series circuits Conductors and insulators Conductivity within a circuit What is energy? How can we reduce our energy usage? <b>Skills</b> I can draw diagrams of circuits I can write prediction statements with reasoning I can record finds in a table and identify patterns in data.</p>	<p><b>Habitats &amp; Deforestation Knowledge</b> Living things and their habitats Human impact on habitats What is deforestation? What are the impacts of deforestation in the UK and the rest of the world? <b>Skills</b> I can collect data and present it in a pictogram I can use and build classification keys for plants and animals</p>	<p><b>Digestive System Knowledge</b> Teeth - carnivores, herbivores and omnivores Human teeth Tooth decay experiment The digestive system (mouth, oesophagus) The digestive system (stomach, small intestine, large intestine and rectum) What is a food chain? Interpret and draw food chains <b>Skills</b> I can draw scientific diagrams I can plan and carry out a science experiment I can describe observations clearly using scientific vocabulary I can interpret and draw food chains</p>
<p>RE – Knowledge and Skills</p>	<p><b>Creation</b> <b>What do Christians learn from the Creation story? Knowledge</b> Understand where the concepts of God and Creation fit on the timeline of the Bible’s Big Story. Make links between Genesis 1 and what Christians believe about God and Creation. Understand what Christians do because they believe God is Creator. Recognise what might be important in the creation story for Christians living</p>	<p><b>Incarnation</b> <b>What is the trinity? Knowledge</b> Recap the symbols of the Holy Trinity Understand what is Baptism. Identify John as part of a Gospel, noting some differences between John and other Gospels. Offer suggestions for what texts about God might mean. Describe how Christians show their beliefs about God the trinity in the way they live. Understand teachings about God in the Bible and what</p>	<p><b>Gospel</b> <b>What kind of world did Jesus want? Knowledge</b> Identify this as part of a ‘Gospel’, which tells the story of the life and teaching of Jesus. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’. Offer suggestions about what Jesus’ actions towards the leper might mean for a Christian.</p>	<p><b>Salvation</b> <b>Why do Christians call the day that Jesus died, ‘Good Friday’? Knowledge</b> Suggest what the narrative of the Last Supper, Judas’ betrayal and Peter’s denial might mean. Make links between Gospel texts and how Christians remember, celebrate Maundy Thursday, including Holy Communion. Describe how Christians show their beliefs about Jesus in their everyday lives:</p>	<p><b>Hinduism</b> <b>What does it mean to be a Hindu in Britain today? Knowledge</b> Describe Puja and how it shows Hindu Faith. Make connections with some Hindu beliefs and teachings about their aims and duties in life. Describe some ways in which Hindus express their faith through puja, aarti and bhajans. Suggest at least two reasons why being Hindu is a good thing in Britain today and two reasons what it might be hard. <b>Skills</b> Describe some ways Ask questions and suggest some of their own responses Suggest why Identify how Make connections between stories</p>	

	<p>today and for people who are not Christians.</p> <p><b>Skills</b> Describe some ways Ask questions and suggest some of their own responses Suggest why Identify how Make connections between stories Give examples of how and suggest reasons why Discuss their own and others ideas Explore and suggest ideas Link up some questions and answers</p>	<p>people believe about God in the world today, expressing some ideas of my own.</p> <p><b>Skills</b> Describe some ways Ask questions and suggest some of their own responses Suggest why Identify how Make connections between stories Give examples of how and suggest reasons why Discuss their own and others ideas Explore and suggest ideas Link up some questions and answers</p>	<p>Make simple links between Bible texts and the concept of 'Gospel' (good news). Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.</p> <p><b>Skills</b> Describe some ways Ask questions and suggest some of their own responses Suggest why Identify how Make connections between stories Give examples of how and suggest reasons why Discuss their own and others ideas Explore and suggest ideas Link up some questions and answers</p>	<p>for example, prayer, serving, sharing the message and the example of Jesus. Question and answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how we live.</p> <p><b>Skills</b> Describe some ways Ask questions and suggest some of their own responses Suggest why Identify how Make connections between stories Give examples of how and suggest reasons why Discuss their own and others ideas Explore and suggest ideas Link up some questions and answers</p>	<p>Give examples of how and suggest reasons why Discuss their own and others ideas Explore and suggest ideas Link up some questions and answers</p>
<p>Geography Plan B Knowledge and Skills</p>	<p><b>Village Settlers Knowledge</b> Finding out the needs of early settlers and origins of place names. Identify settlements and reasons for their original siting. Identify a range of mapping symbols and know their means. Understand and describe how settlements are connected.</p>	<p><b>European Neighbours Knowledge</b> Locate Europe on a world map and find out about its features. Identifying and locating countries in Europe. Identifying European countries according to their features. Identifying major capital cities of Europe. Compare two European capital cities.</p>	<p><b>Earning a living Knowledge</b> Explore jobs and why they are important. Group jobs into sectors. Explore industries of the UK. Find out how people earn a living in other parts of the world. Find out about unemployment and its effects. Find out about children around the world who help</p>		

	<p>Design a village settlement influenced by physical features and personal choice.</p> <p><b>Skills</b></p> <p>I can use an ordnance survey map</p> <p>I can draw and use mapping symbols</p> <p>I can draw my own maps</p>	<p>Find out human and physical features of a European country.</p> <p><b>Skills</b></p> <p>I can use an atlas to identify countries and capital cities in Europe</p> <p>I can use the internet for research</p> <p>I can compare two European capital cities</p>	<p>earn a living for their families.</p> <p><b>Skills</b></p> <p>I can use an atlas to identify countries around the world</p> <p>I can use the internet for research</p>			
<p>History Plan B Knowledge and Skills</p>				<p><b>Invaders and Settlers</b></p> <p><b>The Romans</b></p> <p><b>Knowledge</b></p> <p>Understand the terms invade and settle and place the Romans on a timeline.</p> <p>Find out why and how the Romans successfully invaded Britain.</p> <p>Find out who was in Britain when the Romans invaded and learn about their way of life.</p> <p>Explore who Boudicca was from different points of view.</p> <p>Find out about the results of Boudicca's revolt.</p> <p>Find out about life in Roman Britain.</p> <p>Know how the Romans have influenced our lives today</p> <p><b>Skills</b></p> <p>I can use and place events on timelines.</p> <p>I understand that accounts from history will show different points of view</p> <p>I can make inferences from images and artefacts</p>	<p><b>Vikings v's Anglo Saxon</b></p> <p><b>Knowledge</b></p> <p>Explore what Britain was like before the first Viking invasions.</p> <p>Find out about the Viking invasions of Britain.</p> <p>Explore the Viking settlement of Britain and how this affected the Anglo-Saxons.</p> <p>Find out why King Alfred was dubbed Alfred the Great.</p> <p>Explore what life was like for Vikings living in Britain.</p> <p>Find out how and when England became a unified country.</p> <p>Find out about the end of the Anglo Saxon and Viking era in Britain.</p> <p><b>Skills</b></p> <p>I can use and place events on timelines.</p> <p>I understand that accounts from history will show different points of view and I should take this into consideration</p> <p>I can make inferences from images and artefacts</p>	<p><b>Maya</b></p> <p><b>Knowledge</b></p> <p>Explore where and when the remains of the Mayan Civilisation were discovered.</p> <p>Find out about how the Mayan Civilisation developed over time.</p> <p>Find out about the city states of the Maya and how society was organised.</p> <p>Find out about Mayan religion and beliefs.</p> <p>Find out about everyday life for the Mayan people.</p> <p>Explore Mayan writing and calendars.</p> <p>Find out about the decline of the Mayan Civilisation</p> <p><b>Skills</b></p> <p>I can use and place events on timelines.</p> <p>I understand that accounts from history will show different points of view</p> <p>I can make inferences from images and artefacts</p> <p>I can use primary and secondary sources to inform my understanding of the past</p>

				<p>I can use primary and secondary sources to inform my understanding of the past I can present my views and opinions in a clear structure</p>	<p>I can use primary and secondary sources to inform my understanding of the past I can present my views and opinions in a clear structure</p>	<p>I can present my views and opinions in a clear structure</p>
<p>Art and DT Kapow Knowledge and Skills</p>	<p><b>Art and Design Skills</b> <b>Illusion Print Knowledge</b> To create an image using an artistic process To be able to create an image using the principles of lenticular printing <b>Skills</b> To be able to score lines safely To use a wide range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining, finishing)</p>	<p><b>DT</b> <b>Structure Pavilions Knowledge</b> To create a range of different shaped frame structures. To design a structure. To build a frame structure. To add cladding to a frame structure. <b>Skills</b> I can choose materials appropriate to the task I can use glue guns safely I can evaluate a structure and offer suggestions for improvement I can perform practical tasks (eg cutting, shaping, joining, finishing)</p>	<p><b>Formal Elements of Art Knowledge</b> Experiment with charcoal to create different textures and effects to express the meaning of words and phrases in an abstract way. Create patterns using a playdough printing block Make a stamp using geometric and mathematical shapes and creating repeating &amp; symmetrical patterns with it Apply mathematical techniques of reflection and symmetry to create a flip pattern Create a geometric pattern using a compass <b>Skills</b> I can use equipment needed I can use different mediums I can create different textures and effects</p>	<p><b>Electrical Systems Torches knowledge</b> Learn about electrical items and how they work Analyse and evaluate electrical products Design a product to fit a set of specific user needs Make and evaluate a torch <b>Skills</b> I can make a working circuit using my science knowledge I can use appropriate equipment to cut and attach materials</p>	<p><b>Art Skills/ Every picture tells a story Knowledge</b> I can learn about different artists such as: Paul Cezanne, Fiona Rae, Giorgio Morandi, Edward Hopper and David Hockney I can recognise different brushstrokes and techniques I can understand that artists tell stories and their feelings through artwork I can develop an understanding of art through role-play I can identify where tone is used and what it is <b>Skills</b> <b>I can paint in the style of an artist</b> I can use different brushstrokes and techniques I can analyse paintings from different artists I can arrange and draw a still-life image from observations</p>	<p><b>Biscuits Knowledge</b> Follow a baking recipe Make and test a prototype Design a biscuit to a given budget Make a biscuit to a given budget <b>Skills</b> To use equipment from the kitchen safely To use different techniques such as mixing, creaming and shaping, I can evaluate a biscuits taste and texture. I can make alternative to a biscuit.</p>

<p>Music Charanga Knowledge and Skills</p>	<p><b>Mama Mia Knowledge</b> To be able to talk about a song To use the lyrics to understand what the song is about To name some of the instruments heard in the song To be able to identify the main sections of the song (introduction, verse and chorus) <b>Skills</b> To listen carefully and respectfully to other people's thoughts about music To talk about the musical dimensions of a song To use musical vocabulary when discussing a song</p>	<p><b>Composition Knowledge</b> To be able to talk about and use a glockenspiel To be able to compose music To know different ways of recording compositions such as letter names, symbols and audio <b>Skills</b> I can treat instruments carefully and with respect I can listen to and follow musical instructions from a leader I can rehearse a perform a part within a song I can create a simple melody I can listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch and tempo</p>	<p><b>Stop Knowledge</b> To know how to find pulse, rhythm and pitch To know how to keep internal pulse To be able to sing as part of an ensemble or large group and listen to each other To write lyrics linked to a theme <b>Skills</b> I can sing in unison and in simple two-parts I can demonstrate a good singing posture I can sing/rap the words clearly</p>	<p><b>Lean on me Knowledge</b> To learn about soul and gospel music To know about and be able to talk about the instruments used in class To know and be able to talk about a composition To be able to perform with my group in front of the class To know how to find pulse, rhythm and pitch To know how to keep internal pulse <b>Skills</b> I can create a simple melody I can listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch and tempo I can treat instruments carefully and with respect I can experience leading the playing by making sure everyone plays in the same section of the song I can present a musical performance designed to capture the audience</p>	<p><b>Blackbird Knowledge</b> To know that improvisation is making up your own tunes on the spot To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake <b>Skills</b> I can listen and sing back melodies I can use instruments, listen and play back using one or two notes I can take it in turns to improvise notes</p>	<p><b>Reflect, rewind and replay Knowledge</b> To listen to and appraise classical music To know some of the style indicators of the song To learn about the history of music <b>Skills</b> I can identify some of the instruments heard in the song I can talk about the musical dimensions working together in the song</p>
<p>PHSE Jigsaw knowledge and Skills</p>	<p><b>Being Me in My World Knowledge</b> I can tell you why my school is a community and some of the different roles people have in it. I can say how it feels to be part of a positive school community and to be listened to. I can explain why being listened to and listening to others is important in my school community.</p>	<p><b>Celebrating Difference Knowledge</b> I can tell you about my first impressions of someone. I can give a reason why sometimes people don't tell about a bullying situation. I can say why it is good to try to get to know someone before making judgements about them. I can tell you a time when my first impression of someone changed as I got to know them.</p>	<p><b>Dreams and Goals Knowledge</b> I know that sometimes things can go wrong and can tell you why it is good to try again. I know how it feels to be disappointed and can tell you ways to stay positive. I can plan and set new goals even after a disappointment. I can explain what it means</p>	<p><b>Healthy Me Knowledge</b> I can tell you how I would say 'no' if someone tried to make me do something that I know is wrong or bad for me I can say how it feels when someone else is pushing me to do something. I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p>	<p><b>Relationships Knowledge</b> I can tell you some different ways that I can show love for special people and animals I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal.</p>	<p><b>Changing me Knowledge</b> Understand that boy's and girls' bodies need to change. Identify how boy's and girls' bodies change on the outside. Identify how boys' and girls' bodies change on the inside – state why these are necessary.</p>

	<p>I can explain why being democratic is important and can help me and others feel valued.</p> <p>I can problem-solve and offer different solutions to help my team/ class/ school be more democratic.</p> <p>I can justify why being in a democracy helps people feel valued and is fair.</p> <p><b>Skills</b></p> <p>Identify the feelings associated with being included or excluded</p> <p>Be able to take on a role in a group discussion / task and contribute to the overall outcome</p> <p>Know how to regulate my emotions</p> <p>Can make others feel cared for and welcome</p> <p>Recognise the feelings of being motivated or unmotivated</p> <p>Can make others feel valued and included</p> <p>Understand why the school community benefits from a Learning Charter</p> <p>Be able to help friends make positive choices</p>	<p>I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p> <p>I can explain why it is good to accept myself and others for who we are.</p> <p>I can appraise different actions that a witness of bullying could take</p> <p><b>Skills</b></p> <p>Be comfortable with the way they look</p> <p>Try to accept people for who they are</p> <p>Be non-judgemental about others who are different</p> <p>Identify influences that have made them think or feel positively/negatively about a situation</p> <p>Identify feelings that a bystander might feel in a bullying situation</p> <p>Identify reasons why a bystander might join in with bullying</p> <p>Revisit the 'Solve it together' technique to practise conflict and bullying scenarios</p> <p>Identify their own uniqueness</p> <p>Identify when a first impression they had was right or wrong</p>	<p>to be resilient and to have a positive attitude.</p> <p>I can deal with disappointment by analysing what went wrong and I can use these experiences to make new plans to avoid similar obstacles.</p> <p>I can explain why being resilient /having a positive attitude contributes to having greater chance of success.</p> <p><b>Skills</b></p> <p>Have a positive attitude</p> <p>Can identify the feeling of disappointment</p> <p>Be able to cope with disappointment</p> <p>Can identify what resilience is</p> <p>Can identify a time when they have felt disappointed</p> <p>Can talk about their hopes and dreams and the feelings associated with these</p> <p>Help others to cope with disappointment</p> <p>Enjoy being part of a group challenge</p> <p>Can share their success with others</p> <p>Can store feelings of success (in their internal treasure chest) to be used at another time</p>	<p>I can identify feelings of anxiety and fear associated with peer pressure.</p> <p>I can problem-solve and identify a variety of strategies in different situations where I may experience peer pressure.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure and I can manage these to help me make safe and healthy choices.</p> <p><b>Skills</b></p> <p>Can identify the feelings that they have about their friends and different friendship groups</p> <p>Recognise negative feelings in peer pressure situations</p> <p>Can identify the feelings of anxiety and fear associated with peer pressure</p> <p>Can tap into their inner strength and know-how to be assertive</p> <p>Recognise how different people and groups they interact with impact on them</p> <p>Identify which people they most want to be friends with</p>	<p>I can give reasons why people may experience a range of feelings associated with personal loss.</p> <p>I can offer and evaluate solutions to help manage personal loss.</p> <p><b>Skills</b></p> <p>Can identify feelings and emotions that accompany jealousy</p> <p>Can suggest positive strategies for managing jealousy</p> <p>Can identify people who are special to them and express why</p> <p>Can identify the feelings and emotions that accompany loss</p> <p>Can suggest strategies for managing loss</p> <p>Can tell you about someone they no longer see</p> <p>Can suggest ways to manage relationship changes including how to negotiate</p>	<p>Understand that some of my personal characteristics have come from my birth parents.</p> <p>Know how the circle of change works and can apply it to changes I want to make in my life.</p> <p>Identify changes that have been and may continue to be outside of my control that I learnt to accept</p> <p>Identify what I am looking forward to when I move to a new class.</p> <p><b>Skills</b></p> <p>Can appreciate their own uniqueness and that of others</p> <p>Can express any concerns they have about puberty</p> <p>Have strategies for managing the emotions relating to change</p> <p>Can express how they feel about having children when they are grown up</p> <p>Can say who they can talk to about puberty if they are worried</p> <p>Can apply the circle of change model to themselves to have strategies for managing change</p>
--	--	--	---	--	--	--



<p>Computing Purple Mash Knowledge and skills</p>	<p><b>Coding Knowledge</b> To begin to understand selection in computer programming. To understand how an IF statement works. To understand how to use co-ordinates in computer programming. To understand the 'repeat until' command. To understand how an IF/ELSE statement works. To understand what a variable is in programming. To use a number variable. To create a playable game. <b>Skills</b> I can design, write and debug programs I can use sequence, selection and repetition in programs I can use IF statements for selection and attempt to combine these with other coding structures I can make use of user inputs and outputs</p>	<p><b>Online Safety &amp; Effective Searching Knowledge</b> To understand that information put online leaves a digital footprint or trail and that this can aid identity theft. To identify the risks and benefits of installing software including apps. To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. To identify the positive and negative influences of technology on health and the environment. To understand the importance of balancing game and screen time with other parts of their lives. To assess whether an information source is true and reliable. <b>Skills</b> I can identify a range of ways to report a concern about content and contact I can use concept mapping to explore key concepts relating to online safety I can use search technologies effectively to find out information I can locate information on the search results page</p>	<p><b>Spreadsheets Knowledge</b> To use the formula wizard to calculate averages. To combine tools to make spreadsheet activities such as timed times tables tests. To use a spreadsheet to model a real life situation. <b>Skills</b> I can format cells as currency, percentage, decimal to different decimal places or fraction. I can add a formula to a cell to automatically make a calculation in that cell</p>	<p><b>Logo &amp; Making Music Knowledge</b> To use a simulated scenario to write for a community campaign To learn the structure of the coding language of Logo. To input simple instructions in Logo. Using 2Logo to create letter shapes. To use the Repeat function in Logo to create shapes. To use and build procedures in Logo. To identify and discuss the main elements of music. To understand and experiment with rhythm and tempo. <b>Skills</b> I can input simple instructions in Logo I can use sequence, selection and repetition in programs I can read programs with several steps and predict the outcome accurately I can electronically compose a piece of music I can create a melodic phrase</p>	<p><b>Animation Knowledge</b> To discuss what makes a good animated film or cartoon. To learn how animations are created by hand. To find out how animation can be created in a similar way using the computer. To learn about onion skinning in animation. To add backgrounds and sounds to animations. To be learn about 'stop motion' animation. To share animation on the class display board and by blogging <b>Skills</b> I can add backgrounds and sounds to animations I can make improvements based on peer feedback I can use 'stop motion' animation</p>	<p><b>Introduction to Artificial Intelligence &amp; Hardware Investigators Knowledge</b> To learn what is meant by the term artificial intelligence. To be clear about ways artificial intelligence is used in our everyday lives. To consider the future of artificial intelligence To look at how artificial intelligence is used in music and the arts to create things To understand the different parts that make up a computer. To recall the different parts that make up a computer. <b>Skills</b> I can recognize the main component parts of hardware which allow computers to join and form a network</p>
---	--	--	--	--	---	--

<p>MFL - kapow</p>	<p><b>Knowledge</b> To begin to understand that adjectives change if they describe a feminine noun. To understand a simple description of hair and eye colour. To create simple descriptive sentences. To understand simple descriptive sentences. To write descriptive sentences.</p> <p><b>Skills</b> I can listen and respond to full sentences I can listen and notice rhyming words when joining in with songs I am beginning to notice common spelling patterns I can follow a short text or rhyme, listening and reading at the same time. I can recognise some familiar French words when written in a short phrase. I can identify and discuss cognates and am beginning to explore various language detective strategies. I can use a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. I can use contextual clues and cues to gist and make predictions about meanings.</p>	<p><b>Knowledge</b> To recognise and use vocabulary relating to clothing. To apply their understanding of noun and adjective agreement in French. To understand adjectival position and agreement for gender and number. To express an opinion (like/dislike). To describe an outfit using adjectives correctly.</p> <p><b>Skills</b> I can listen and respond to full sentences I can listen and notice rhyming words when joining in with songs I am beginning to notice common spelling patterns I can follow a short text or rhyme, listening and reading at the same time. I can recognise some familiar French words when written in a short phrase. I can identify and discuss cognates and am beginning to explore various language detective strategies. I can use a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. I can use contextual clues and cues to gist and make predictions about meanings.</p>	<p><b>Knowledge</b> To recall and use numbers 1 to 31 in French. To say the days of the week in French. To say the months of the year. To select vocabulary to discuss the date in French. To compare similarities and differences between traditional birthday celebrations in France and England.</p> <p><b>Skills</b> I can listen and respond to full sentences I can listen and notice rhyming words when joining in with songs I am beginning to notice common spelling patterns I can follow a short text or rhyme, listening and reading at the same time. I can recognise some familiar French words when written in a short phrase. I can identify and discuss cognates and am beginning to explore various language detective strategies. I can use a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. I can use contextual clues and cues to gist and make predictions about meanings.</p>	<p><b>Knowledge</b> To learn weather phrases. To repeat short phrases accurately. To describe the weather using points of the compass. To recognise the French written words for multiples of ten. To understand the water cycle in French.</p> <p><b>Skills</b> I can listen and respond to full sentences I can listen and notice rhyming words when joining in with songs I am beginning to notice common spelling patterns I can follow a short text or rhyme, listening and reading at the same time. I can recognise some familiar French words when written in a short phrase. I can identify and discuss cognates and am beginning to explore various language detective strategies. I can use a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. I can use contextual clues and cues to gist and make predictions about meanings.</p>	<p><b>Knowledge</b> To begin to understand a conversation in French. To read and say amounts of money in French. To identify and pronounce the names of French shops correctly. To work out the meaning of unfamiliar words. To create a French menu based on authentic texts</p> <p><b>Skills</b> I can listen and respond to full sentences I can listen and notice rhyming words when joining in with songs I am beginning to notice common spelling patterns I can follow a short text or rhyme, listening and reading at the same time. I can recognise some familiar French words when written in a short phrase. I can identify and discuss cognates and am beginning to explore various language detective strategies. I can use a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. I can use contextual clues and cues to gist and make predictions about meanings.</p>	<p><b>Knowledge</b> To be able to say which musical instrument you play. To be able to say what kind of music you like or do not like. To research and write information about European countries in French. To write a short, simple text, using familiar language. To perform a song in French from memory with accurate pronunciation.</p> <p><b>Skills</b> I can listen and respond to full sentences I can listen and notice rhyming words when joining in with songs I am beginning to notice common spelling patterns I can follow a short text or rhyme, listening and reading at the same time. I can recognise some familiar French words when written in a short phrase. I can identify and discuss cognates and am beginning to explore various language detective strategies. I can use a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. I can use contextual clues and cues to gist and make predictions about meanings.</p>
--------------------	--	--	---	---	---	---

<p>PE Getset4PE Knowledge and Skills</p>	<p><b>Basketball Knowledge</b> Develop the attacking skill of dribbling Protect the ball when dribbling against an opponent Develop passing and begin to recognise when to use different skills. Use defending skills to delay an opponent and gain possession.</p> <p><b>Skills</b> Develop technique in the attacking skill of shooting Apply skills and knowledge to compete in a tournament.</p>	<p><b>Dance Knowledge</b> Copy and remember set choreography. To recognise changes in timing and spacing to develop a dance. To recognise counts in the music To recognise patterns to structure dance phrases on my own, with a partner and in a group Show respect for others when working as a group and watching others perform.</p> <p><b>Skills</b> I can choose actions and dynamics to convey a character or ideas I can respond imaginatively to a range of stimuli I can use changes in timing and counts of the music I can use simple movement</p>	<p><b>Gymnastics Knowledge</b> Explain what happens to your body when you exercise and how can make you healthy Plan and perform sequences with a partner that include a change of level and shape. Provide feedback using appropriate language relating to the lesson. I can explain how to perform balances individually and with a partner safely Watch, describe and suggest possible improvements to others' performances. Understand how body tension can improve the control and quality of movements.</p> <p><b>Skills</b> I can use body tension to perform a range of balance I can perform a range of jumps; pencil, tuck, straddle and star I can perform a range of rolls; barrel, forward, log etc</p>	<p><b>Tennis Knowledge</b> To communicate with my teammates to apply simple tactics. Return to the ready position to defend my own court. Sometimes play a continuous game Share ideas and work with others to manage our game Understand the rules of the game and use them often and honestly.</p> <p><b>Skills</b> I can use a range of racket skills I can use a racket to hit a ball to a target</p>	<p><b>Cricket Knowledge</b> I can explain the technique of bowling Persevere when learning a new skill Learn the rules of the game and begin to use them to play honestly and fairly</p> <p><b>Skills</b> I can bowl to a target I can use an overarm throw in a fielding position I can use an underarm throw I can use catching skills I can strike a bowled ball after bouncing</p>	<p><b>Athletics Knowledge</b> Demonstrate the difference in sprinting and jogging techniques Explain what happens in my body when I warm up Identify when I was successful and what I need to do to improve Jump for distance with balance and control I can use steps to complete a jump Throw with some accuracy and power to a target area Support and encourage others to work to their best</p> <p><b>Skills</b> I can use different techniques for jogging and sprinting. I can use techniques for the long jump and triple jump I can use overarm throw and underarm throw to hit a target</p>
<p>Cultural capital</p>		<p>Assembly Halls pantomime</p>		<p>Roman workshop Herstmonceux Science park</p>		<p>Howletts</p>