Woodlands Primary School Curriculum Framework Overview Year 4

CURRICULUM DRIVERS	Community	Enterprise	Possibilities	Diversity/Spirituality	Enquiry/Knowledge of the World

Class Theme	European Exploration		Incredible Invaders (Anglo Saxons, Scots and Vikings)		Woeful WW2	
Visits	Oakengates Theatre-Pantomime Enginuity linked to Sci		York Residential-Viking museum		Cosford-War experience	
Subject area	AUTUMN TERM 1st Half	AUTUMN TERM 2nd Half	SPRING TERM 1st Half	SPRING TERM 2nd Half	SUMMER TERM 1st Half	SUMMER TERM 2nd Half
Writing	Non Chronological Report-Whales Animal Lifecycles-Icelandic Puffin Setting description-Icelandic env Why you should visit Iceland				Setting description-Based on the garden Evacuee Letter Newspaper Report-The Blitz A new chapter-alternative adventure	
Hist/Geog	**Locational Knowledge:** World map revision Europe on world map, latitude /longitude, Oceans, compass points etc., name and locate countries and capital cities. Mapwork-which countries are in Europe. Spain: **Locational Knowledge**-where is it? Capital city? **Human and Physical** -Key landmarks e.g. Sagrada Familia, what can you do in Spain? What is the landscape-topography, rivers, mountains, coasts-general overview. Climate, biome and vegetation belts. Iceland: **Locational Knowledge**-where is it? Capital city? **Human and Physical** -Key landmarks e.g. Hallgrimskirkja church/Harpa Concert Hall , what can you do in Iceland? What is the landscape-topography, rivers, mountains, coasts-general overview. Climate, biome and vegetation belts. Location, Place and Space, Physical World, Human Environment Interdependence and Sustainability, Cultural Understanding, Scale		Recap Y3 Roman knowledge. Timeline Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire. **Invasions.** Research why, where and when the Scots, Anglos and Vikings invaded Britain-chronologically, including Danegeld. **Kings and Rulers.** Identify key historical characters from Scot/Anglo/Vikings-who were leading the invasions or the conflict to oppose the invasions. (e.g. Alfred the Great, Ragnar Lodbrock, Edward the Confessor). **Settlements.** Research to include Anglo settlements and Kingdoms homes, villages, settlements, agriculture/farming communities, trade etc). Compare and build on Bronze Age and Roman (Y3 knowledge) Civilisation, Conflict, Monarchy, Power, Religion, Society, Invasion Culture, Legacy, Achievement		Revisit the key invasions in Roman, Anglo, Scot, Viking etc. Studied so far. Establish the objective of all conflict is to either Conquer, liberate or re-establish (take back) control. Conflict has not stopped and is often the cause of a War. Timeline and categorise WW1, WW2, Falklands, Afghanistan, Ukraine. Focus on the outbreak of WW2, why it began, main countries, key events in the war 1939-1945. Research The Battle of Britain (leading into the Blitz)-what was different about this invasion (compared to others previously taught)-technology, air force, large scale etc. What was the impact on people at the time (air raids, evacuation, large scale destruction of major cities-use photo evidence) Why it was a turning point in British History? (morale boost, first victory during the War) Asking questions: Address and devise Historically valid questions about change, cause, similarity, difference and significance-Is life different for chn who are involved in conflict now, compared to WW2 (compare Russia/Ukraine/Afghanistan)? Why has this not changed? What could be done to prevent this? Conflict, Monarchy, Power, Religion, Society, Invasion Culture, Legacy, Achievement	
Mathematics	**Number and Place Value:** Targets 4, 5, 6 and 8 (ordering) **Number and Place Value:** Targets 4, 5, 6 and 8 (ordering) **Addition and Subtraction:** Target 1 (addition) **Addition and Subtraction:** Target 1 (subtraction) **Statistics:** All targets (bar charts/tallies) **Multiplication and Division:** Targets 1 -5, 7 and NPV 1 **Measurement:** Target 4 and FD 10	**Number and Place Value:** Targets 3 and 8 **Fractions and Decimals:** Target 7 and MD 7 **Multiplication and Division:** Target 6 (multiplication) **Multiplication and Division:** Target 6 (division) **Position:** All targets ASSESSMENTS FREE WEEKS	**Number and Place Value:** Targets 7 and 8 **Number and Place Value/AS:** Target 2 (both) **Fractions and Decimals:** Targets 2, 4 and 5 **Measurement:** Targets 1, 5 and 6 (analogue) **Multiplication and Division:** Target 6 **Shape:** Targets 1, 3 and 4	**Fractions and Decimals:** Target 1 **Fractions and Decimals:** Target 3 **Fractions and Decimals:** Target 9 **Measurement:** Targets 1, 5 and 6 (digital) FREE WEEKS x 2	**Measurement:** Target 1 and FD 10 **Fractions and Decimals:** Targets 6 and 8 **Statistics:** All targets (line graphs/pictograms) **Measurement:** Target 2 **Measurement:** Target 2	**Measurement:** Target 1 **Number and Place Value:** Target 9 and Statistics both (timetables) **Number and Place Value:** Target 9 and Statistics both (timetables) **Shape:** Target 2 and Measurement 3 ASSESSMENTS FREE WEEKS x 2
Science	Electricity	States of matter	Sound	Animals	Living things	
Art Line	Outcome: Collage Type:Impressionist/collage Artist: Georges Seurat	Outcome: Painting a personal still life Type: Contemporary	Outcome: Repeating Pattern for fabric Type: Art Deco Artist: William Morris		Outcome: 3D sculpture using everyday materials Type: Modernism Artist: Barbra Hepworth	

Shape Colour Form Value Texture space	Skills Focus: Drawing 1.Sense of Proportion 2.Drawing with Scissors 3.Wax Resist 4.Power Prints	Artist: Rob Leckey (Our Chair of Governors!) Skills Focus: Painting and Mixed Media 1.Tints and Shades 2. Three Dimensions 3.Painting Techniques 4.Composition 5.Still Life	Skills Focus: Craft and Design 1.Inspired by the Rainforest 2.One Picture, Four Views 3.Creating Patterns 4.Repeatoing Patterns 5.Fabric Design		Skills Focus: Sculpture and 3D 1.From 2D to 3D 2.Soap Sculptures 3.Workign with Wire 4.Recycle and Recreate	
D & T Mechanism Join Structure Material functionality	**Food: adapting a recipe (European food)** 1.Following a baking recipe 2. Testing ingredients – make and test a prototype 3. Design a biscuit to a given budget 4. Biscuit bake off – make a biscuit that meets a given design brief.		**Electrical systems: Torches** 1.Electrical products 2.Evaluating torches 3. Torch design to meet specific users needs 4. Make and evaluate torch		**Textiles: Fastenings (WWII)** 1.Evaluating different types of fastenings 2. Designing book sleeve 3. Paper mock up and preparing fabric 4. Assemble and make product	
Computing **Digital Literacy/Online safety** Webster's Friend By Hannah Whaley	**Digital Literacy** Photo editing 1.Changing digital images 2.Chaning the composition of images 3.Changing images for different uses 4.Retoiuching images 5.Fake images 6.Making/evaluating a publication	**Digital Literacy** Audio Editing 1.Digital recording 2.Recording sounds 3.Creating a podcast 4.Editing digital recordings 5.Combining audio 6.Evaluating podcasts	**Information technology** The internet 1.Connectibng networks 2.What is the internet made of? 3.Sharing info 4.What is a website? 5.Who owns the web? 6.Can I believe what I read?	**Information technology** Data logging 1.Answering Qus 2.Data collection 3.Logging 4.Analysing data 5.Data for answers 6.Answering my Qu	**Computer Science** Repetition in shapes 1.Programming a screen turtle 2.Programming letters 3.Patterns and repeats 4.Using loops to create shapes 5.Breaking things down 6.Creating a program	**Computer Science** Repetition in games 1.Using loops to create shapes 2.Different lops 3.Animate your name 4.Modigfying a game 5.Designing a game 6.Creating a game
Music	Recorder book 1: 'Blown Away' Introducing C and high D Recapping correct playing technique and revising notes B A G D E F Identifying the three notes on the stave – staff notation Cross Curricular Geography – traditional music from Spain, Russia, Poland and the UK		Charanga yr 4 unit 4: 'Lean on Me' – Soul/Gospel song with opportunities to include the interrelated aspects of music and opportunities to improvise and compose. Recorders can be played to accompany the song (differentiated sheet music). 6 x lessons across the term. Cross Curricular Science – sound, making musical instruments thinking about vibration		Charanga yr 4 unit 5: 'Blackbird' – a song about civil rights. An integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. 6 x lessons across the term Cross Curricular: History – WW2 Songs (Vera Lynn) etc. Spanish – songs	
Physical Education	Fundamental movement skills Multi-skills	Gymnastics Multi sports Term 1	Dance-street dance Multi sports Term 2	Functional fitness Multi skills	Games Invasion Games	OAA Athletics
Personal development	Family and relationships 1.Respect and manners 2.Healthy friendships 3.How my behaviour affects others 4.Bullying 5.Stereotypes: Gender 6.Stereotypes: Disability 7.Families in the wider world 8.Change and loss	Health and wellbeing 1.Looking after our teeth 2.Relaxation: visualisation 3.Celebrating mistakes 4.Meaning and purpose: My role 5.My happiness 6.Emotions 7.Mental health	Safety and the changing body 1.Internet safety: Age restrictions 2.Share aware 3.First Aid: Asthma 4.Privacy and secrecy 5.Consuming information online 6.Growing up 7.Introducing puberty 8. Tobacco	Citizenship 1.What are human rights? 2.Caring for the environment 3.Community 4.Contributing 5.Diverse communities 6.Local councillors (arrange a visit in following week if possible)	Economic wellbeing 1.Spending choices 2.Keeping track of money 3.Looking after money 4.Influences on career choice 5.Changing job Use following weeks to arrange visits from people to promote career choices.	Transition Mop up any outstanding units not covered

Secrets of Success	Work hard Try New things	Concentrate Push yourself	Imagine – focus on aspirations, inspirational role models and possibilities for your future.	Improve	Understand others	Don't give up
RE Substantive Concepts Celebrations/festivals Ethics and moral code Caring Forgiveness Community Peace Sacrifice/suffering	Unit 20: Keeping the 5 pillars of Islam today.	Unit 18: Does a beautiful world mean there is a wonderful God (Christian/Non-religious)?	Unit 19: Why do some people think Jesus is Inspirational		Unit 17: What can we learn from visiting sacred places?	
MFL	Welcome to our school- super learners Welcome to our school	My local area, your local area Robots, commands, actions Shops, signs , directions Let's sparkle Xmas poem	Family tree and faces Epiphany time again Meet the alien family	Celebrating carnival/body parts Carnival of animals Body parts and aliens Alien family "Easter egg hunt"	Feeling unwell/ Jungle animals I don't feel well Walking through the jungle (story and rhyme) plus dragons and unicorns –fantastical animal descriptions	Summer time Weather plus Enormous Turnip performance story Ice creams and simple ice cream roleplay

YEAR 4 CURRICULUM OBJCTIVES:

ENGLISH	**Reading – Word Reading** • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. **Reading - Comprehension** • develop positive attitudes to reading and understanding of what they read by: • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] • understand what they read, in books they can read independently, by: • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied

	• identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. **Writing – Transcription** • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. **Handwriting** • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. **Writing Comprehension** plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. **Writing – vocabulary, grammar and punctuation** • develop their understanding of the concepts set out in English Appendix 2 by: • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • learning the grammar for years 3 and 4 in English Appendix 2 • indicate grammatical and other features by: • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
MATHEMATICS	**Number - number and place value** • count in multiples of 6, 7, 9, 25 and 1,000 • find 1,000 more or less than a given number • count backwards through 0 to include negative numbers

- recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)
- order and compare numbers beyond 1,000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1,000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value

Number - addition and subtraction

- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

Number - multiplication and division

- recall multiplication and division facts for multiplication tables up to 12 × 12
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers
- recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects

Number - fractions (including decimals)

- recognise and show, using diagrams, families of common equivalent fractions
- count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10
- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- add and subtract fractions with the same denominator
- recognise and write decimal equivalents of any number of tenths or hundreds
- recognise and write decimal equivalents to 1/4 , 1/2 , 3/4
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- round decimals with 1 decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to 2 decimal places
- solve simple measure and money problems involving fractions and decimals to 2 decimal places

Measurement

- convert between different units of measure [for example, kilometre to metre; hour to minute]
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting squares
- estimate, compare and calculate different measures, including money in pounds and pence
- read, write and convert time between analogue and digital 12- and 24-hour clocks
- solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days

Geometry - properties of shapes

- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to 2 right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry

	Geometry - position and direction • describe positions on a 2-D grid as coordinates in the first quadrant • describe movements between positions as translations of a given unit to the left/right and up/down • plot specified points and draw sides to complete a given polygon **Statistics** • interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs • solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs
SCIENCE	**Living things and their habitats** recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things. **Animals, including humans** describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey. **States of matter** compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. **Sound** identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases. **Electricity** identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors. **Working scientifically** ****** During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.
PE	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination

	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 develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. **Swimming and water safety** swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.
GEOGRAPHY	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. **Locational knowledge** 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 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 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) **Place knowledge** 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 **Human and physical geography** describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 **Geographical skills and fieldwork** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
HISTORY	**changes in Britain from the Stone Age to the Iron Age** Examples (non-statutory) This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture **the Roman Empire and its impact on Britain** Examples (non-statutory) This could include: Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity **Britain's settlement by Anglo-Saxons and Scots** Examples (non-statutory) This could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland)

	Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne **the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor** Examples (non-statutory) This could include: Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066 **a local history study** Examples (non-statutory) a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. **a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066** Examples (non-statutory) the changing power of monarchs using case studies such as John, Anne and Victoria changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day a significant turning point in British history, for example, the first railways or the Battle of Britain **the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China** **Ancient Greece – a study of Greek life and achievements and their influence on the western world** **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.**
DESIGN AND ECHNOLOGY	**Design** use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world **Technical knowledge** apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products. **Nutrition** understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
ART	produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

	to create sketch books to record their observations and use them to review and revisit ideas 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] about great artists, architects and designers in history.
MUSIC	Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.
PSHE	**Developing confidence and responsibility and making the most of their abilities** a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong; b. to share their opinions on things that matter to them and explain their views; c. to recognise, name and deal with their feelings in a positive way; d. to think about themselves, learn from their experiences and recognise what they are good at; e. how to set simple goals. **Preparing to play an active role as citizens** a. to take part in discussions with one other person and the whole class; b. to take part in a simple debate about topical issues; c. to recognise choices they can make, and recognise the difference between right and wrong; d. to agree and follow rules for their group and classroom, and understand how rules help them; e. to realise that people and other living things have needs, and that they have responsibilities to meet them; f. that they belong to various groups and communities, such as family and school; g. what improves and harms their local, natural and built environments and about some of the ways people look after them; h. to contribute to the life of the class and school; i. to realise that money comes from different sources and can be used for different purposes. **Developing a healthy, safer lifestyle** a. how to make simple choices that improve their health and wellbeing; b. to maintain personal hygiene; c. how some diseases spread and can be controlled; d. about the process of growing from young to old and how people's needs change; e. the names of the main parts of the body; f. that all household products, including medicines, can be harmful if not used properly; g. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe. **Developing good relationships and respecting the differences between people** a. to recognise how their behaviour affects other people; b. to listen to other people, and play and work cooperatively; c. to identify and respect the differences and similarities between people; d. that family and friends should care for each other; e. that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying. a. take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well); b. feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves); c. take part in discussions (for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from'); d. make real choices (for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly); e. meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse); f. develop relationships through work and play (for example, by sharing equipment with other pupils or their friends in a group task); g. consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues); h. ask for help (for example, from family and friends, midday supervisors, older pupils, the police.)

MFL	listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing 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.
Computing	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 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 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.