

Year 4	Autumn		Spring		Summer	
	Thought for the week Champion Learning Achievement assemblies					
	Big Start – Big Brain Black history month Gender equality International Day of the Girl 4LC European Day of Languages Diwali	Guy Fawkes Gender equality Anti-Bullying Week Remembrance Day Christmas concerts	Gender equality Chinese New Year Holocaust Memorial Day Martin Luther King Jr Day	World Book Day Passover International Women's Day Gender equality	UNICEF Day for Change Gender equality	Nelson Mandela Day Transitions Gender equality Women in Engineering Year 6 leavers concert
<b>Parental engagement</b>	Exhibition of work Parent Consultations	Christmas Concerts	Young Voices Concert	Parents Evening for York Residential Parent Consultations	Assembly ? Parent Event?	Sports Day Summer Fair
<b>Theme</b>	<b>Murder, Mystery &amp; Mummification</b> (Ancient Egyptians) 7 weeks 3 days	<b>Do you believe?</b> (Fantastical, Magical Creatures) 7 weeks	<b>Remarkable Rainforests</b> 5 weeks 4 days	<b>Musical Mayhem</b> 6 weeks	<b>We are warriors!</b> (Celts and Romans) 4 weeks 2 days & 6 weeks 3 days	
<b>Visits and Visitors</b>	Portals From the Past – Egyptian workshop	Puppet Exhibition	Tropical World	Parents & Musicians	Battle Cries & Visit Britannia work shared online.	York Residential Hirstwood
<b>Texts used</b>	Was Tutankhamun killed? E-book Mystery of the Egyptian Scroll ?	Spiderwick Chronicles	The Vanishing Rainforest The Kapok Tree	Ada's Violin Ella Fitzgerald	Boudicca's Battle Cry	Roman Soldier Book ?
<b>English</b>	<b>Write with purpose</b> <b>Imaginative description</b> <b>Organise writing appropriately</b> Howard Carter Diary & Letter Non-Fiction Text-Explanation/Report Who killed Tutankhamen? Fold out sarcophagus & pop-up pyramid	<b>Write with purpose</b> <b>Imaginative description</b> <b>Organise writing appropriately</b> Fantasy Text Spiderwick Chronicles – sequel chapter Character, setting and plots. Poetry	<b>Write with purpose</b> <b>Imaginative description</b> <b>Organise writing appropriately</b> Rainforest Big Book Greenpeace Rang Tang - Poem Persuasive writing	<b>Write with purpose</b> <b>Imaginative description</b> <b>Organise writing appropriately</b> Titanium – Story of the music video Poetry/Song Lyrics Band Profile	<b>Write with purpose</b> <b>Imaginative description</b> <b>Organise writing appropriately</b> Writing a battle Cry Visit Britannia – iMovie Focus on spoken word.	<b>Write with purpose</b> <b>Imaginative description</b> <b>Organise writing appropriately</b> Roman Soldier handbook Big Book
<b>Maths</b> <b>For small steps</b>	<b>Know and use numbers.</b> <b>Add &amp; Subtract</b>	<b>Use Measures</b> <b>Multiple and Divide</b> Length & Perimeter	<b>Multiple and Divide</b> Use Statistics Multiplication &	<b>Use Measures</b> <b>Recognising &amp; Equivalent Fractions</b>	<b>Compare, order, round &amp; count in decimals</b>	<b>Use Measures</b> <b>understand the properties of shapes</b>

<p><b>see Appendix</b></p>	<p>Place Value (4-digit numbers) (4wks) &amp; Addition &amp; Subtraction (3wks)</p>	<p>(1 wk) Multiplication &amp; Division (times tables) (4wks) Assessments</p>	<p>Division (3wks) (times tables) Statistics (2wks)</p>	<p>Area (1wk) Fractions Assessments</p>	<p>Decimals (4wks)</p>	<p><b>Describe position, direction and movement</b> Money (1..5 wks) Time (1 wks) Geometry &amp; Properties of shape (3 wks) Assessments</p>
<p><b>Science</b></p>	<p><b>From Chew To Poo Digestive System &amp; Teeth</b> * Ask relevant questions  *Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat.  *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</p>	<p><b>What a state! States Matter</b> *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 the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics.</p>	<p><b>Nice to eat you. Water cycle &amp; Animal classification</b> *Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.  * 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  * construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p><b>Listen Up Sound</b> *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</p>	<p><b>It's electrifying! Electricity</b> *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</p>	<p><b>. Living Local</b>  * explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p>

			* recognise that environments can change and that this can sometimes pose dangers to living things.	increases.	<ul style="list-style-type: none"> <li>Recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul>	
<b>Computing</b>	<b>Keeping safe online &amp; Copyright</b> <b>Multimedia</b> <b>Powerpoint</b> * Plan, create and edit a slideshow.  * Use search technologies effectively  * Check the relevancy and accuracy of search results.	<b>Computer science – Scratch</b> * Design, write and debug programs that accomplish specific goals.  <b>E-safety</b> * Identify age limits and PEGI ratings for games and understand the importance of only accessing age appropriate content.	<b>Databases and Graphing</b> <b>Purple Mash &amp; Excel</b> * Collect, analyse, evaluate and present data and information using a variety of applications  * Use search technologies effectively * Check the relevancy and accuracy of search results	<b>Media – Sound Garage Band</b> * Use layers to combine a variety of sounds including spoken word and edit them into one piece of audio appropriate to task. Use music applications and sound library to create single or multi-track music.	<b>Media - advert iMovie</b> * Plan, create and edit an advert. (Visit Britannia) * Collect, create and insert appropriate (fit for purpose) graphics, spoken word and sound files to create a multimedia presentation.	<b>Media Pivot stick Figure animator</b> * Plan, create and edit an animation. * Create appropriately detailed storyboards for films, slideshows and animations  * Record a short stop-motion animation reviewing and editing to correct mistakes
<b>Humanities</b>	<b>History</b> * The achievements of the earliest civilizations – a depth study and an overview of where and when the Ancient Egyptian civilization appeared. * use appropriate historical vocabulary * Use evidence to ask questions and find answers to questions about the past.	<b>History</b> * think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry. * Describe the social, ethnic, cultural or religious diversity of past society- (creatures, beliefs of different cultures)	<b>History</b> * think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.	<b>History</b> * Listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. * Describe the social, ethnic, cultural or religious diversity of past society (musical culture and social	<b>History</b> * Iron Age hill forts: tribal kingdoms, farming, art and culture * British resistance - Boudicca	<b>History</b> * The Roman Empire by AD 42 and the power of its army * Locate the world's countries, using maps to focus on Europe

	<p>* Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p>			changes/situations)		
	<p><b>Geography</b> <b>Where is Egypt, what is it like and how does it compare to the</b> *describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers (Nile) * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. * Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom and Egypt</p>	<p><b>Geography</b> <b>Locate creatures from different continents/countries</b> * Use the eight points of a compass, four grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p><b>Geography</b> <b>Where are the rainforests?</b> * Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. * Describe key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. * Describe how locations around the world are changing and explain some of the reasons for change.</p>	<p><b>Geography</b> <b>Music from different continents/countries</b> * Use the eight points of a compass, four grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p><b>Geography</b> <b>Why was Iron Age Britain appealing to the Romans?</b> *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</p>	<p><b>Geography</b> * Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in a European country (Rome) *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><b>RE</b> <b>Bradford</b> <b>Agreed Syllabus</b></p>	<p><b>RE - What faiths make up our community &amp; how can we ensure that everyone belongs?</b></p>	<p><b>Festivals &amp; special days / Christmas*</b> Explain some of the religious practices of both clerics and</p>	<p><b>Who can inspire us?</b> *Show an understanding that personal experiences and</p>	<p><b>The Easter Story</b> *Understand the meaning of Lent and why it is important to</p>	<p><b>How do festivals use light as a symbol?</b> * Describe &amp; make connections between different</p>	<p><b>People of Faith</b> Understand and respect differences • Give some reasons why</p>

	<p><b>Looking at different places of worship in the community.</b>          Explore &amp; describe a range of beliefs, symbols &amp; actions so they can understand different ways of life.          Discuss views on challenging questions about belonging, meaning, purpose &amp; truth.          Understand the challenges of commitment to a community of faith or belief, suggesting why this might be valuable.</p>	<p>individuals</p>	<p>feelings influence attitudes and actions.</p> <ul style="list-style-type: none"> <li>• Give some reasons why religious figures may have acted as they did.</li> <li>• Ask questions that have no universally agreed answers.</li> </ul>	<p>Christians</p> <ul style="list-style-type: none"> <li>* Explain how beliefs about right and wrong affect people's behaviour.</li> <li>• Describe how some of the values held by communities or individuals affect behaviour and actions.</li> <li>• Discuss and give opinions on stories involving moral dilemmas.</li> </ul>	<p>features of religions and world views, discovering more about celebrations, worship &amp; rituals which mark important points in life , in order to reflect on their significance.          *Describe &amp; understand links between stories &amp; other aspects of the communities, responding thoughtfully to a range of sources of wisdom &amp; to beliefs &amp; teachings from different communities.          *Observe &amp; consider the approach of different religions &amp; views to questions of beliefs and meanings..</p>	<p>religious figures may have acted as they did.          * Present the key teachings and beliefs of a religion.</p> <ul style="list-style-type: none"> <li>• Refer to religious figures and holy books to explain answers.</li> </ul>
<p><b>British Values &amp; SMSC</b></p>	<p><b>Spiritual</b>          Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.  <b>Cultural:</b> The opportunity to</p>	<p><b>Spiritual</b>          Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.          *Develop empathy Understand</p>	<p><b>Moral:</b> The opportunity to learn what is right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views.</p>	<p><b>Spiritual</b>          Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.  <b>Cultural:</b> The opportunity to</p>	<p><b>Spiritual</b>          Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.  <b>Cultural:</b> The opportunity to</p>	<p><b>Spiritual</b>          Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.  <b>Cultural:</b> The opportunity to</p>

	explore and appreciate cultural influences	problems some children face in day to day lives <b>Cultural:</b> The opportunity to explore and appreciate cultural influences		explore and appreciate cultural influences <b>Moral:</b> The opportunity to learn what is right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views.	explore and appreciate cultural influences <b>Moral:</b> The opportunity to learn what is right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views.	explore and appreciate cultural influences <b>Moral:</b> The opportunity to learn what is right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views.
<b>PSHE</b>	<b>Relationships - valuing difference</b> Diversity World Hotel 4.5 What would I do?	<b>Health and Wellbeing &gt; Growing and Changing Healthy Lifestyles</b> Making Choices When can you choose what to eat? Why is it important to make healthy choices? <b>PE:</b> physical health and importance of exercise	<b>Living in the Wider World &gt; Rules, Rights &amp; Responsibilities</b>  How do we make a difference?  The people we share our world with	<b>Relationships &gt; Feelings and Emotions</b> When feelings change Different Feelings	<b>Living in the Wider World &gt; Rules, Rights and Responsibilities</b> The people we share our world with	<b>Living in the wider world - Caring for the Environment</b> Harold's 7 Rs
<b>PE</b>	<b>Football &amp; Netball</b> To develop practical skills in order to participate, compete and lead a healthy lifestyle *Maintain possession of a ball Pass to team mates at appropriate times.  • Lead others and act as a respectful team member.  Choose appropriate	<b>Hockey &amp; Yoga</b> To develop practical skills in order to participate, compete and lead a healthy lifestyle *Maintain possession of a ball *Pass to team mates at appropriate times.  • Lead others and act as a respectful team member.  *Choose appropriate tactics	<b>Hockey &amp; Athletics</b> To develop practical skills in order to participate, compete and lead a healthy lifestyle *Maintain possession of a ball *Pass to team mates at appropriate times.  • Lead others and act as a respectful team member.  *Choose appropriate tactics	<b>Cricket &amp; Gymnastics</b> * Lead others and act as a respectful team member *Throw and catch with control and accuracy. • Strike a ball and field with control. * Follow the rules of the game and play fairly. * Plan, perform and repeat sequences. • Move in a clear, fluent and	<b>Tennis &amp; Outdoor Adventures – Map skills</b> *Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Use maps, compasses and	<b>Rounders &amp; Dance</b> * Lead others and act as a respectful team member *Throw and catch with control and accuracy. • Strike a ball and field with control. * Follow the rules of the game and play fairly. * Plan, perform and repeat sequences.  • Move in a clear, fluent and

	tactics to cause problems for the opposition.	to cause problems for the opposition. * Sprint, run, throw, jump & compete *Show a kinesthetic sense in order to improve the placement and alignment of body parts	to cause problems for the opposition. * Sprint, run, throw, jump & compete	expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways	digital devices to orientate themselves.	expressive manner. • Refine movements into sequences.  • Create dances and movements that convey a definite idea
<b>Art &amp; DT</b>	<p><b>Clay Ancient Egyptian Death Masks, Shaduf, Folding sarcophagus &amp; pyramids</b></p> <p>* Create sketch books to record their observations and use them to review and revisit ideas</p> <p>* improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (clay)</p> <p>*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>*select from and use a wider range</p>	<p><b>Fantastical, Magical Creatures Puppets</b></p> <p>* improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>*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>*understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>	<p><b>Rainforest Textile Collages</b></p> <p><b>Mola Tribal Art</b></p> <p>* develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>* Shape and stitch materials.</p> <p>• Use basic cross stitch and back stitch.</p> <p>* Quilt, pad and gather fabric</p>	<p><b>Recycled Music Instruments</b></p> <p>*Collect information, sketches and resources.</p> <p>•*Adapt and refine ideas as they progress.</p> <p>*Create original pieces that are influenced by studies of others.</p>	<p><b>Celtic Woven Round Houses</b></p> <p>* Create weavings.</p> <p><b>Travel Guide</b></p> <p>*Create images, video and sound recordings and explain why they were created</p> <p>* understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>	<p><b>Roman Armour &amp; Ballistae</b></p> <p>*Collect information, sketches and resources.</p> <p>•*Adapt and refine ideas as they progress.</p> <p>**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>*understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>

	of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately					
<b>Music</b>	<p><b>Ukulele &amp; Young Voices</b> Perform, listen to, review and evaluate music. * Play notes on an instrument with care so that they are clear. * Sing from memory with accurate pitch.</p> <ul style="list-style-type: none"> <li>• Sing in tune.</li> <li>• Maintain a simple part within a group.</li> <li>• Pronounce words within a song clearly.</li> <li>• Show control of voice. * Devise non-standard symbols to indicate when to play and rest.</li> <li>• Recognise the notes EGBDF and FACE on the musical stave.</li> <li>• Recognise the symbols for a minim,</li> </ul>	<p><b>Ukulele &amp; Young Voices</b> Perform, listen to, review and evaluate music. * Play notes on an instrument with care so that they are clear. * Sing from memory with accurate pitch.</p> <ul style="list-style-type: none"> <li>• Sing in tune.</li> <li>• Maintain a simple part within a group.</li> <li>• Pronounce words within a song clearly.</li> <li>• Show control of voice. * Devise non-standard symbols to indicate when to play and rest.</li> <li>• Recognise the notes EGBDF and FACE on the musical stave.</li> <li>• Recognise the symbols for a minim,</li> </ul>	<p><b>Ukulele</b> * Play notes on an instrument with care so that they are clear. * Devise non-standard symbols to indicate when to play and rest.</p> <ul style="list-style-type: none"> <li>• Recognise the notes EGBDF and FACE on the musical stave.</li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. *Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> <li>• Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> </ul>	<p><b>Ukulele &amp; Topic</b> *Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians * understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. *Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <ul style="list-style-type: none"> <li>• Evaluate music using musical</li> </ul>	<p><b>Ukulele</b> * Play notes on an instrument with care so that they are clear. * Devise non-standard symbols to indicate when to play and rest.</p> <ul style="list-style-type: none"> <li>• Recognise the notes EGBDF and FACE on the musical stave.</li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. *Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> <li>• Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> </ul>	<p><b>Ukulele</b> * Play notes on an instrument with care so that they are clear. * Devise non-standard symbols to indicate when to play and rest.</p> <ul style="list-style-type: none"> <li>• Recognise the notes EGBDF and FACE on the musical stave.</li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. *Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> <li>• Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> </ul>



	<p>crotchet and semibreve and say how many beats they represent. *Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <ul style="list-style-type: none"> <li>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> </ul>	<p>crotchet and semibreve and say how many beats they represent. *Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <ul style="list-style-type: none"> <li>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> </ul>		<p>vocabulary to identify areas of likes and dislikes. * Choose, order, combine and control sounds to create an effect.</p> <ul style="list-style-type: none"> <li>Use digital technologies to compose pieces of music.</li> </ul>		
<b>Safety Coram Education</b>	<b>E-safety</b> – passwords and submitting personal information <b>physical health</b> and importance of exercise	<b>E-safety</b> -Identify age limits and PEGI ratings for games and understand the importance of only accessing age appropriate content.	<b>Water Safety</b> Danger, risk or hazard? <b>E-safety</b> Picture Wise	<b>Keeping ourselves safe</b> Who helps us stay healthy and safe? Under pressure	<b>Keeping ourselves safe</b> Knowing the norms. OK or not OK? Safety in numbers	<b>Keeping ourselves safe</b>  Friend or acquaintance?
<b>French</b>	<b>Larger numbers, body parts and monsters</b>		<b>Family</b>		<b>Leisure Activities</b>	
	<ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding <ul style="list-style-type: none"> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> </ul> </li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* <ul style="list-style-type: none"> <li>present ideas and information orally to a range of audiences*</li> <li>read carefully and show understanding of words, phrases and simple writing <ul style="list-style-type: none"> <li>appreciate stories, songs, poems and rhymes in the language</li> </ul> </li> </ul> </li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary <ul style="list-style-type: none"> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly <ul style="list-style-type: none"> <li>describe people, places, things and actions orally* and in writing</li> </ul> </li> </ul> </li> <li>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</li> </ul>					



# Maths Appendix

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Count in multiples of 6, 7, 9, 25 and 1,000.</u></p> <p>Find 1,000 more or less than a given number.</p> <p>Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones).</p> <p>Order and compare numbers beyond 1,000.</p> <p>Identify, represent and estimate numbers using different representations.</p> <p>Round any number to the nearest 10, 100 and 1,000.</p> <p>Solve number and practical problems that involve all of the above and with increasingly large positive numbers.</p> <p>Count backwards through zero to include negative numbers.</p> <p>Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.</p> <p>Estimate and use inverse operations to check answers to a calculation.</p> <p>Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.</p>	<p>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.</p> <p>Convert between different units of measure [for example, kilometre to metre].</p> <p>Recall and use multiplication and division facts for multiplication tables up to <math>12 \times 12</math>.</p> <p><u>Count in multiples of 6, 7, 9, 25 and 1,000</u></p> <p>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</p> <p><u>Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one-digit, integer scaling problems and harder correspondence problems such as <math>n</math> objects are connected to <math>m</math> objects.</u></p>	<p>Recall and use multiplication and division facts for multiplication tables up to <math>12 \times 12</math>.</p> <p>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</p> <p>Recognise and use factor pairs and commutativity in mental calculations.</p> <p>Multiply two-digit and three-digit numbers by a one digit number using formal written layout.</p> <p>Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one-digit, integer scaling problems and harder correspondence problems such as <math>n</math> objects are connected to <math>m</math> objects.</p> <p>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>	<p>Find the area of rectilinear shapes by counting squares.</p> <p>Recognise and show, using diagrams, families of common equivalent fractions.</p> <p>Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <p>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</p> <p>Add and subtract fractions with the same denominator.</p> <p>Recognise and write decimal equivalents of any number of tenths or hundredths.</p> <p>Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p> <p><u>Solve simple measure and money problems involving fractions and decimals to two decimal places.</u></p> <p>Convert between different units of measure [for example, kilometre to metre]</p>	<p>Compare numbers with the same number of decimal places up to two decimal places.</p> <p>Round decimals with one decimal place to the nearest whole number. Recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math> and <math>\frac{3}{4}</math></p> <p>Understand the effect of dividing a one or two digit number by 10 or 100. Identifying the value of the digits in the answer as ones, tenths and hundredths.</p> <p>Estimate, compare and calculate different measures, including money in pounds and pence.</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places.</p>	<p>Identify acute and obtuse angles and compare and order angles up to two right angles by size.</p> <p>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p> <p>Identify lines of symmetry in 2-D shapes presented in different orientations.</p> <p>Complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p>Describe positions on a 2-D grid as coordinates in the first quadrant. Plot specified points and draw sides to complete a given polygon.</p> <p>Describe movements between positions as translations of a given unit to the left/ right and up/ down.</p>