



Year 4  
September 2019 – July 2020

**Mrs Hindson**  
**Mrs Walsh**  
**Ms Morris**

	<b>Autumn 1 (8 weeks)</b> <b>Chocolate-Bean of the gods!</b> Tuesday 3 September to Friday 25 October	<b>Autumn 2 (7 weeks)</b> <b>Pharaoh's World</b> Monday 4 November to Wednesday 20 December	<b>Spring 1 (6 weeks)</b> <b>Crime and Punishment</b> Thursday 6 January to Friday 14 February	<b>Spring 2 (6 weeks)</b> <b>Were the Romans Rotten?</b> Monday 24 February to Friday 3 April	<b>Summer 1 (5 weeks)</b> <b>I am a READER!</b> (SAT's Theme term) Monday 20 April to Friday 22 May	<b>Summer 2 (7 weeks)</b> <b>A Place for Everything!</b> Monday 1 June to Wednesday 17 July
<b>Entry Point/ Stimulus</b>	Class reader: Charlie and the chocolate factory. Blind taste test – The best chocolate!	Class reader: Short stories from Ancient Egypt Newsflash: Tomb discovered! – Investigating artefacts.	Crime and Punishment – Forensics crime scene	Scroll from a Roman. Roman workshop (previous term) Dr Who S3 E4 Fires of Pompeii	Book review - persuade the class to read your favourite book.	Investigate the wildlife in our garden – what can you find?
<b>Exit Point</b>	<b>Create an advert for a new Aztec chocolate bar</b>	<b>Prince Of Egypt DVD Instructional writing/Animation - How to mummify a royal.</b>	<b>NCR of crime and punishment through the ages.</b>	<b>Debate: Were the Romans Rotten?</b>	Read-a-thon Create a poem to perform	<b>Create a fact file of the life that is in the Bankfoot garden.</b>
<b>Fundraiser</b>	Charlie and the chocolate factory DVD			<b>Fundraiser : Notebooks link to assembly 2 March – 23 March</b>		DT- Create a habitat 3D model
<b>Class Assembly</b>		<b>Hanukkah 13/12/19</b>	<b>Crime and Punishment - British Values Rule of Law 7/2/20</b>		<b>Investors in Pupils The value of books. 15/5/20</b>	
<b>Visits</b>	– Online Safety – Road Safety <b>RE Visit: Synagogue 18/11/19</b>	<b>Egyptian Visit November 2019 21/11/19</b> Bagshaw Museum - City of Osiris		<b>Roman workshop</b> Living History ?		
<b>Parents Consultation Evening</b>	<b>Tuesday &amp; Wednesday 3-4 October</b>		<b>Tuesday &amp; Wednesday 23-24 January</b>		<b>Tuesday &amp; Wednesday 24-25 April</b>	
<b>Links with World Cultures</b>	Fasting and giving up chocolate. <b>The spread of cocoa trade throughout the world.</b>	Moses / Egyptian Muslims Other countries the Egyptian Nile flows through	How crime and punishment is different in other countries?	What are the similarities and differences between Italy and Britain?	World poetry Japanese Haiku Caribbean Rap Hymns	Mohammed's love for animals, middle Eastern animals and different environments and habitats around the globe.
<b>Themed Weeks</b>	Safeguarding WB 3/9/18	Literacy Basic Skills WB 29/10/18	Reading focus WB 3/1/19	Science week WB 8/4/19		Sports 15/7/19week

#### English outcomes for pupils

Throughout each year group pupils show high levels of attainment in reading, writing, speaking and listening and exhibit very positive attitudes.

Pupils rapidly acquire secure knowledge of letters and sounds and make substantial and sustained progress in learning to read, and to write legibly and fluently.

From different starting points all groups of pupils develop excellent knowledge, understanding and skills.

Pupils express their ideas fluently and imaginatively in both writing and speaking using Standard English.

Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age.

Pupils show a mature understanding of a wide range of challenging texts, both traditional and contemporary.

Pupils' writing shows a high degree of technical accuracy.

Pupils write effectively across a range of genres, frequently showing creativity in their ideas and choice of language.

Pupils have a mature understanding of the differences between written and spoken language.

They speak confidently and with maturity in relation to their age, using Standard English very effectively.

Pupils are effective learners, able to think for themselves, to provide leadership and mastery in their own learning.

<p><b>Spoken Language</b></p> <p><b>Standard English is consistently modelled and promoted by all adults in school</b></p> <p><b>Promoted through:</b></p> <p><b>Talk Partners</b></p> <p><b>Big questions</b></p> <p><b>Class Assembly</b></p> <p><b>Debates</b></p> <p><b>Class discussion</b></p> <p><b>Responding to questions from adults</b></p> <p><b>Creating questions for others</b></p>	<p><b>Speak audibly and fluently with an increasing command of Standard English</b></p> <p><b>Use relevant strategies to build their vocabulary</b> Listen to and discuss a wide range of fiction and identify themes</p> <p>Discussion – develop, agree on and evaluate rules for effective discussion</p> <p>Discussing words and phrases that capture the reader’s interest and imagination</p> <p>Retelling stories orally</p> <p>Composing and rehearsing sentences orally</p> <p>Opportunities to discuss language including vocabulary</p> <p>Discussing writing in order to learn from its structure, grammar and vocabulary</p> <p>Read aloud their own writing using appropriate intonation so that the meaning is clear</p> <p>Understanding and explaining the meaning of words in context</p>	<p><b>Speak audibly and fluently with an increasing command of Standard English</b></p> <p>Listen to and discuss a wide range of fiction and identify themes</p> <p>Discussion – develop, agree on and evaluate rules for effective discussion</p> <p>Discussing words and phrases that capture the reader’s interest and imagination</p> <p>Discussing their understanding</p> <p>Asking questions to improve their understanding</p> <p>Composing and rehearsing sentences orally</p> <p>Participate in discussions</p> <p>Discussing writing similar to that which they are planning to write</p> <p>Building a varied and rich vocabulary</p>	<p><b>Speak audibly and fluently with an increasing command of Standard English</b></p> <p><b>Give well-structured descriptions, explanations and narratives for different purposes</b> Listen to and discuss a wide range of fiction and identify themes</p> <p>Discussing words and phrases that capture the reader’s interest and imagination</p> <p>Discussion – develop, agree on and evaluate rules for effective discussion</p> <p>Identifying how language structure and presentation contribute to meaning</p> <p>Asking questions to improve their understanding of a text</p> <p>Participate in discussions taking turns to listen to what others say</p> <p>Thinking aloud to explore and collect ideas</p> <p>Justifying inferences with evidence</p> <p>Building a varied and rich vocabulary</p>	<p><b>Speak audibly and fluently with an increasing command of Standard English</b></p> <p><b>Maintain attention and participate actively in collaborative conversations</b> Listen to and discuss a wide range of fiction and identify themes</p> <p>Discussion– develop, agree on and evaluate rules for effective discussion</p> <p>Explaining the meaning of words in context</p> <p>Opportunities to discuss language including vocabulary</p> <p>Discussing words and phrases that capture the reader’s interest and imagination</p> <p>Asking questions to improve their understanding of a text</p> <p>Asking questions and predicting</p> <p>Composing and rehearsing sentences orally</p> <p>Participate in discussions about books</p>	<p><b>Speak audibly and fluently with an increasing command of Standard English</b></p> <p><b>Use spoken language to develop understanding through speculating</b> Listen to and discuss a wide range of fiction and identify themes</p> <p>Discussing words and phrases that capture the reader’s interest and imagination</p> <p>Discussion – develop, agree on and evaluate rules for effective discussion</p> <p>Discussing words and building a varied and rich vocabulary</p> <p>Showing understanding through intonation, tone and volume</p> <p>Discussing writing in order to learn from its structure and vocabulary</p> <p>Composing and rehearsing sentences orally</p> <p>Building a varied and rich vocabulary</p>	<p><b>Speak audibly and fluently with an increasing command of Standard English</b></p> <p><b>Articulate and justify answers, arguments and opinions</b> Listen to and discuss a wide range of fiction and identify themes</p> <p>Discussion – develop, agree on and evaluate rules for effective discussion</p> <p>Discussing words and phrases that capture the reader’s interest and imagination</p> <p>Participate in discussions taking turns to listen to what others say</p> <p>Showing understanding through intonation, tone and volume</p> <p>Justifying inferences with evidence</p> <p>Building a varied and rich vocabulary</p> <p>Discussing writing similar to that which they are planning to write</p> <p>Composing and rehearsing sentences orally</p>
<p><b>English Literacy and Language</b></p>		<p><b>L&amp;L Development Day Tuesday 6 November</b> <b>RWInc Development Day Wednesday 21 November</b></p>		<p><b>RWInc Development Day World Book Day Thursday 7 March</b></p>	<p><b>RWInc Development Day (Writing)</b> <b>L&amp;L Development Day</b></p>	
<p><b>English Literacy and Language</b></p>	<p><b>L&amp;L Unit 1 – Lost or Stolen by Narinder Dhani</b> <b>Themed week:</b> Week 1- Safeguarding <b>Fiction:</b> Week 2-3 A dilemma story <b>Non-fiction:</b> Week 4 Information text <b>Punctuation and Grammar:</b> Inverted commas</p> <p><b>Plan their writing by:</b> ·discussing writing similar to that which they are planning to write</p>	<p><b>L&amp;L Unit 2 – A Range of poetry</b> <b>Fiction:</b> Week 2-3 Poetry <b>Non-fiction:</b> Week 4 Journalistic recounts. <b>Punctuation and Grammar:</b> Paragraphs</p> <p><b>Plan their writing by:</b> ·discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary</p>	<p><b>Unit 4 – The fly and the fool by Lou Kuenzler</b> <b>Fiction:</b> Week 2-3 A play script <b>Non-fiction:</b> Week 4 Explanation texts <b>Punctuation and Grammar:</b> Plurals, possessions and apostrophes</p> <p><b>Plan their writing by:</b> ·discussing writing similar to that which they are planning to write in order to understand and learn</p>	<p><b>L&amp;L Unit 3 – The Bogey Man and the Trolls Next Door by Kaye Umansky</b> <b>Fiction:</b> Week 2-3 Narrative verse <b>Non-fiction:</b> Week 4 Evaluating evidence <b>Punctuation and Grammar:</b> Adverbials and fronted adverbials</p> <p><b>Plan their writing by:</b> ·discussing writing similar to that which they are planning</p>	<p><b>L&amp;L Unit 5 – Runaways! By Jim Eldridge</b> <b>Fiction:</b> Week 1- 2 A story with a historical setting. <b>Non-fiction:</b> Week 3 Newspapers <b>Punctuation and Grammar:</b> Standard English</p> <p><b>Plan their writing by:</b> ·discussing writing similar to that which they are planning to write in order to understand</p>	<p><b>L&amp;L Unit 6 – Sugarcane Juice by Pratima Mitchell</b> <b>Fiction:</b> Week 2-3 A story from another culture <b>Non-fiction:</b> Week 4 Persuasive writing. <b>Punctuation and Grammar:</b> Nouns and pronouns</p> <p><b>Plan their writing by:</b> ·discussing writing similar to that which they are planning to write in order to understand and learn</p>

	<p>in order to understand and learn from its structure, vocabulary and grammar</p> <ul style="list-style-type: none"> <li>·discussing and recording ideas</li> </ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>·composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures)</li> <li>·organising paragraphs around a theme</li> <li>·in narratives, creating settings, characters and plot</li> <li>·in non-narrative material, using simple organisational devices (for example, headings and sub-headings)</li> </ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>·assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>·proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> <p><b>·Proof-read for spelling and punctuation errors</b></p> <p><b>·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</b></p>	<p>and grammar</p> <ul style="list-style-type: none"> <li>·discussing and recording ideas</li> </ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>·composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures)</li> <li>·organising paragraphs around a theme</li> <li>·in narratives, creating settings, characters and plot</li> <li>·in non-narrative material, using simple organisational devices (for example, headings and sub-headings)</li> </ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>·assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>·proposing changes to grammar and vocabulary to improve 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<p><b>Focus Literacy</b></p>	<p><b>The incredible book eating boy</b> Retelling the story (<i>assessed</i>) Instructions on how to make a healthy snack (<i>assessed</i>)</p>	<p><b>The Egyptian Cinderella</b> Traditional story in ancient Egypt (<i>assessed</i>) Explanation Text – River Nile (</p>	<p><b>The Piped Piper</b> Newspaper Report Diary Entry (<i>assessed</i>)</p>	<p><b>Escape from Pompeii &amp; Roman Diary</b> Recount of Events (<i>assessed</i>) Poem – Eruption</p>	<p><b>The Wind and the Willows</b> Description of a setting (<i>assessed</i>) Diary Entry (<i>assessed</i>)</p>	<p><b>The Promise</b> Persuasive Text – Flyer to promote planting of trees (<i>assessed</i>) List Poem</p>
<p><b>Literacy links from other topics</b></p>	<p><b>History</b> -Advert – chocolate bar <b>Science</b> -Explanation text – How we digest our food <b>RE</b>- Non chronological report - Hanukah</p> <p><b>NC</b>- Use/Understand how to add prefixes and suffixes. <b>NC</b>- Write from memory simple sentences, that include words and punctuation taught so far</p>	<p><b>History</b> -Instructions – how to mummify a body (<i>assessed</i>) Information text – Egypt <b>RE</b>- Eye witness Report -Moses's journey down the Nile</p> <p><b>NC</b>- Write from memory simple sentences, that include words and punctuation taught so far <b>NC</b>- Spell further homophones</p>	<p><b>History</b> -Persuasive Speech (Highway Man) (<i>assessed</i>) <b>Science</b> -Letter of complaint (Nosie level)</p> <p><b>NC</b>- Use / Understand how to add prefixes and suffixes. <b>Basic apostrophe for possession.</b></p>	<p><b>History</b> -Non chronological report (<i>assessed</i>) <b>Re</b> -Recount of Visit</p> <p><b>NC</b>- Place the possessive apostrophe accurately in words with regular plurals (for example girls', boys') and in irregular words</p>	<p><b>History</b> -Biography of Bronte <b>Science</b> -Explanation text – Water Cycle</p> <p><b>NC</b>- Use the first two or three letters of a word to check spelling in the dictionary – standard English</p>	<p><b>Science</b> -Instructions on how to grow a plant (<i>assessed</i>) <b>RE</b> – Comic strip – creation of the Earth</p> <p><b>NC</b>- Write from memory simple sentences, that include words and punctuation taught so far</p>

<p><b>Read Write Inc spelling</b></p> <p><b>Grammar, Punctuation and Spelling -CGP</b></p>	<p><b>RWI spelling Unit 1</b> Adding the prefix mis- and revising un-,in-,dis,</p> <p><b>Unit 2</b> Words ending in <i>zhuh</i> (sure)</p> <p><b>Unit 3</b> Adding the prefix auto SF ou</p> <p><b>Section 1 – Word types</b> Nouns Adjectives Verbs Adverbs Pronouns Possessive Pronouns Articles and Determiners</p> <p><b>Section 7 – Sentence Punctuation</b> Capital Letters and Full Stops Question Marks Exclamation Marks Sentence Practice</p> <p><b>Section 12 – Prefixes</b> Prefixes – ‘dis’ and ‘mis’ Prefixes – ‘re’, ‘anti’, ‘auto’</p> <p><b>Section 13 – Suffixes and Word Endings</b> Word Endings in ‘sure’ and ‘ture’</p> <p><b>Developing skills book 2 – blue book Unit 1-6 Year 4</b></p> <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)</p>	<p><b>RWI spelling Unit 4</b> Adding the –ly suffix</p> <p><b>Unit 5</b> Adding the prefix inter</p> <p><b>Unit 6</b> Adding the ay sound</p> <p><b>SF Homophones</b></p> <p><b>Section 2 – Clauses and Phrases</b> Clauses Noun Phrases</p> <p><b>Section 8 – Commas</b> Commas for Writing Lists Commas to Separate Clauses Commas After Introductions</p> <p><b>Section 13 – Suffixes and Word Endings</b> Suffixes – Double Letters Suffixes – ‘ation’, ‘ous’ Suffixes – ‘ly’</p> <p><b>Section 12 – Prefixes</b> Prefixes – ‘sub’, ‘super’ and ‘inter’</p> <p><b>Section 14 – Confusing Words</b> The short ‘i’ sound The hard ‘c’ sound</p> <p><b>Developing skills book 2 – blue book Unit 7-13 Year 4</b></p> <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)</p>	<p><b>RWI spelling Unit 7</b> Words ending in -ous</p> <p><b>Unit 8</b> Words with the s sound SF Plural apostrophes</p> <p><b>Common Exception words year 4</b></p> <p><b>Section 3 – Adverbial Phrases</b> Adverbial Phrases Adverbial Phrases as Introductions</p> <p><b>Section 9 – Apostrophes</b> Apostrophes for Omission Apostrophes for Single Possession Apostrophes for Plural Possession Its and It’s Apostrophe Practice</p> <p><b>Section 13 – Suffixes and Word Endings</b> Word Endings – the ‘shun’ sound</p> <p><b>Developing skills book 2 – blue book Unit 14-20 Year 4</b></p> <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)</p>	<p><b>RWI spelling Unit 9</b> Words ending in the <i>zhun</i> (sion)</p> <p><b>Unit 10</b> Adding -il</p> <p><b>Unit 11</b> The <i>c</i> and <i>g</i> sound</p> <p><b>SF Homophones</b></p> <p><b>Section 4 – Conjunctions and Prepositions</b> Conjunctions Prepositions</p> <p><b>Section 10 – Inverted Commas</b> Punctuating Speech Punctuating Speech with ! or ?</p> <p><b>Section 14 – Confusing Words</b> The short ‘u’ sound The soft ‘c’ sound</p> <p><b>Section 12 – Prefixes</b> Prefixes – ‘in’, ‘il’, ‘im’, ‘ir’</p> <p><b>Section 13 – Suffixes and Word Endings</b> Words Endings – ‘gue’ and ‘que’</p> <p><b>Developing skills book 3 – green book Unit 1-6 Year 4</b></p> <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)</p>	<p><b>RWI spelling Unit 12</b> Adding –ir to words with r</p> <p><b>Unit 13</b> Adding suffix –ion (1)</p> <p><b>Common Exception words year 4</b></p> <p><b>Section 5 – Verb Tenses</b> Present Tense and Past Tense Verbs with –ing Past Tense with ‘have’ Staying in the Same Tense</p> <p><b>Section 14 – Confusing Words</b> The ‘sh’ sound The ‘ay’ sound Plurals and Apostrophes Homophones</p> <p><b>Developing skills book 3 – green book Unit 7-13 Year 4</b></p> <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)</p>	<p><b>RWI spelling Unit 14</b> Adding suffix -ion (2)</p> <p><b>Partner and Teacher Dictation</b> <b>Common Exception words year 4</b></p> <p><b>Section 6 – Standard and Non-Standard English</b> Verb Agreement Confusing Words Negatives</p> <p><b>Section 11 – Paragraphs and Layout</b> Paragraphs Headings and Subheadings</p> <p><b>Developing skills book 3 – green book Unit 14-20 Year 4</b></p> <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)</p>
<p><b>Class Reader</b></p>	<p><b>Charlie and the Chocolate Factory Book/Kindle</b></p>	<p><b>Egyptian Cinderella</b></p>	<p><b>The Wind Singer Book</b></p>	<p><b>Roman Diary</b></p>	<p><b>Jayne Eyre – Usborne book</b> <b>The Wind in the Willows</b></p>	<p><b>The Promise</b></p>

<p><b>NC Reading</b></p>	<p><b>Develop positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes <ul style="list-style-type: none"> <li>using dictionaries to check the meaning of words that they have read</li> </ul> </li> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>identifying themes and conventions in a wide range of books <ul style="list-style-type: none"> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> </li> </ul> <p><b>Understand what they read, in books they can read independently, by:</b></p> <ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>asking questions to improve their understanding of a text</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> <li>identifying how language, structure, and presentation contribute to meaning</li> </ul> <p><b>Retrieve and record information from non-fiction</b></p> <p><b>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.</b></p>	<p><b>Develop positive attitudes to reading and understanding of what they read by:</b></p> <ul 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<p><b>Reading</b></p>	<p><b>Unit 1: Lost</b></p>	<p>Skills</p>	<p><b>Unit 2: At the</b></p>	<p>Read and</p>	<p><b>Unit 4 : The fly</b></p>	<p>Traditional</p>	<p><b>Unit 3: The</b></p>	<p>Memorise</p>	<p><b>Unit 5:</b></p>	<p>Summarise</p>	<p><b>Unit 6</b></p>	<p>Retrieve</p>

<b>Literacy and Language</b>	<b>and Stolen</b>	Read fiction books for themselves follow stories	<b>End of the School Day</b>	perform poems Prediction – Inference	<b>and the fool</b>	tales	<b>Bogey men &amp; the Trolls</b>	and perform the poem	<b>Runaways</b>	a story	<b>Sugarcane Juice</b>	specific detail from a story
<b>*Literacy Shed</b>	<b>*Day of the Dead</b> <b>*The Gate of Youth</b>	R/ D/I  D/I	<b>*Usain Bolt</b>	Take an active part in conversations about poems	<b>*Don't Go</b> <b>*Ride (rite) of passage</b>	Infer character feelings	<b>*Taking flight</b>	D/I: Describe characters' feelings	<b>*The tale of Three brothers</b>	Use inference skills to make predictions	<b>*Sky football adverts</b>	Infer emotions and predict events
<b>Schofield and Sims</b>	<b>London Goes Wild</b>  <b>Alice meets the Cheshire Cat</b>  <b>The ration book Olympics</b>	Dictionary Retrieval  Explore/ explain author's choice of word  D: read tricky words/ ensure text makes sense	<b>Why?</b>  <b>De</b>	Explain the author's deliberate use of words	<b>Overheard on a saltmarsh</b>  <b>The Veiled Lady</b>	Ensure text makes sense  A: Explain italics - play features E: Explain author's choice of word/Retrieval/ Decode	<b>The Scarecrow</b>	Read/learn poems of different sorts/R	<b>Robin Hood</b>	D/Explain the author's use of word to suggest something	<b>How to make a wormery</b>	A: Explain the impact of the Emphasis – italics, bold/ features
<b>CGP</b>	<b>CGP</b> <b>*The tale of the custard dragon Narrative Poem</b>	Memorise poems, including some above their own reading level	<b>The thrill of Wartime Work</b>	use existing knowledge of root words to help decode	<b>The arrival of a rugged seaman</b>		<b>Holy Horrors</b>	R: Record learning from a non-fiction text	<b>Arthur's sister turned to stone</b>	R/Explain the author's use of repetition	<b>Digging</b>	Listen to poems of different sorts beyond their reading level
<b>Rising stars progress tests</b>	<b>Autumn T 1</b> <b>A) Tilly Mint and the leaf lords F</b> <b>B) Predator Vs Prey NF</b>	R: list the key points in a short text A: Explain the impact of the Emphasis – italics, bold, underlined	<b>CGP</b> <b>*Poems about witches</b>	A: read and explore poetic features	<b>CGP</b> <b>*Princess and the Pea</b> <b>Traditional tale</b> <b>*Hamish and the World stoppers</b>	re -tell traditional tales ask questions to understand a text	<b>Dogs are good for you</b>	Decode: Use a dictionary/ retrieval	<b>The Fox repaid in his own coin</b>	Take part in conversation : compare to Aesop's fables	<b>Battered by Hurricane Winds</b>	Retrieval NF
<b>Class reader</b>	<b>Charlie and the chocolate factory</b> Opening the bar The Nut room.	D: Use phonic knowledge as an important decoding strategy when reading unfamiliar or forgotten words	<b>Autumn T 2</b> <b>A) Don't tread on worms - poem</b> <b>B) A bag full of stories F</b>	READ skills on a poem.  READ skills on a story	<b>Spring T 1</b> <b>A) Seven Wonders of the World NF</b> <b>B) Viking Vik ad the Longship F</b>	READ skills NF text. READ skills on a story	<b>CGP</b> <b>*Julius Caesar's goat humorous story</b>	Explore events in the text, explaining with evidence.	<b>CGP</b> <b>*Coram Boy Historical script</b>	Explore: Explain what the writer has done and why	<b>CGP</b> <b>*Wayne Rooney biography</b>	Explore person's feelings thoughts and motives giving reasons
<b>*Twinkl</b>	<b>*Food of the Gods</b> <b>*Maya Writing</b>  <b>*Hanukkah</b>  <b>*Teeth</b> <b>*Fair Trade</b>	Deduce/Infer R: Record what they have learned from a non- fiction text R: Find and copy READ - table A: Explain words in context R: Skim and scan	<b>Egyptian Cinderella</b>	A: explain effect of similes and metaphor	<b>The Wind Singer</b> Prequel Punishments	retrieve specific detail from a text	<b>Spring T 2</b> <b>A) Belling the Cat</b>  <b>B) Anancy</b>	Talk about a range of stories, myths and traditional tales / READ skills	<b>Summer T 1</b> <b>A) Discovered: Stonehenge Village</b> <b>B) Damien Drooth Supersleuth</b>	Retrieval READskills  E: Explain what the writer has done and why (lisp)	<b>Summer T 2</b> <b>A) Brave Hendrick</b> <b>B) Sprint</b>	Retrieval READskills  A: Explain what makes something effective: line breaks
<b>Other</b>	<b>Where's Wally</b>		<b>*The history of electricity</b> <b>*The Mummy - poem</b> <b>*Egyptian Gods</b> <b>*Jimmy and The Pharaoh</b>	A: Explain the impact – bold text Memorise and recite Read and retrieve  Predict what happens next	<b>*Victorian Workhouses</b>	Record what have learned from a non-fiction text	<b>Roman Diary</b>	DI emotions of characters using clues from the story.	<b>Jayne Eyre</b>	Decoding Reading uncommon words	<b>The Promise</b>	
			<b>Jabberwocky</b>	Ask questions to understand a text	<b>The Piped Piper</b>	Be familiar with a range of traditional tales	<b>*The story of Romulus and Remus</b>	Retrieval – ordering events	<b>The Wind in the Willows</b>	Explain what makes something effective, successful etc.	<b>*Extreme weather – NF test prep</b> <b>*Foreign lands Poem test prep</b> <b>*End plastic pollution</b>	Understand the key points in a short text – NF & Poem.  ALL READ skills.
							<b>*The Romans</b>	Retrieval / NF text Analyse layout	<b>Howarth leaflets</b>	Analyse layout/ Record what they have learned from a non-fiction text		
							<b>*Boudica</b>	Infer the character of Boudica				

## Mathematics outcomes for pupils

Throughout each year group pupils make substantial and sustained progress leading to high levels of attainment.

From different starting points pupils develop excellent knowledge, understanding and skills enabling them to master the mathematics they are learning.

Pupils understand important concepts and make connections within mathematics.

Pupils develop a broad range of skills in using and applying mathematics.

They take the initiative in solving problems in a wide range of contexts, including the new or unusual.

Pupils think for themselves and are prepared to persevere when faced with challenges, showing a confidence that they will succeed.

Pupils embrace the value of learning from mistakes and false starts.

Pupils are able to recall mathematical knowledge rapidly, apply it fluently and accurately in order to calculate efficiently.

When investigating mathematically, pupils' reason, generalise and make sense of solutions.

Pupils show high levels of fluency in performing written and mental calculations and mathematical techniques.

Mathematical language and symbols are used accurately in pupils' work and in discussions.

Pupils develop a sense of passion and commitment to the subject.

<b>Mathematics – Spoken Language</b>	<p>Developing mathematical vocabulary.</p> <p>Presenting mathematical justification, argument or proof.</p> <p>Making their thinking clear to themselves as well as others.</p> <p>Build secure foundations by using discussion to probe and remedy their misconceptions.</p>	<p>Developing mathematical vocabulary.</p> <p>Presenting mathematical justification, argument or proof.</p> <p>Making their thinking clear to themselves as well as others.</p> <p>Build secure foundations by using discussion to probe and remedy their misconceptions.</p>	<p>Developing mathematical vocabulary.</p> <p>Presenting mathematical justification, argument or proof.</p> <p>Making their thinking clear to themselves as well as others.</p> <p>Build secure foundations by using discussion to probe and remedy their misconceptions.</p>	<p>Developing mathematical vocabulary.</p> <p>Presenting mathematical justification, argument or proof.</p> <p>Making their thinking clear to themselves as well as others.</p> <p>Build secure foundations by using discussion to probe and remedy their misconceptions.</p>	<p>Developing mathematical vocabulary.</p> <p>Presenting mathematical justification, argument or proof.</p> <p>Making their thinking clear to themselves as well as others.</p> <p>Build secure foundations by using discussion to probe and remedy their misconceptions.</p>	<p>Developing mathematical vocabulary.</p> <p>Presenting mathematical justification, argument or proof.</p> <p>Making their thinking clear to themselves as well as others.</p> <p>Build secure foundations by using discussion to probe and remedy their misconceptions.</p>
<b>Maths Inspire Development Day</b>		<b>Wednesday 15 November</b>		<b>Wednesday 14 March</b>		<b>Wednesday 20 June</b>
<b>Maths Inspire Maths</b>	<p><b>NC</b></p> <ul style="list-style-type: none"> <li>count in multiples of 6, 7, 9, 25 and 1,000</li> <li>Recall multiplication and division 12x12</li> </ul> <p><b>Inspire Book A</b> <b>Unit 1: Whole numbers (1)</b> <b>Unit 1: Numbers to 100 00</b> Find 1000 more or less than a given Count backwards through zero Recognise place value of each digit in 4 digit number Roman numerals</p>	<p><b>NC</b></p> <ul style="list-style-type: none"> <li>count backwards through 0 to include negative numbers</li> <li>count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10</li> </ul> <p><b>Inspire Book A</b> <b>Unit 4: Tables and Line Graphs</b> <b>Unit 4: Tally chart, bar chart</b></p>	<p><b>NC</b></p> <ul style="list-style-type: none"> <li>recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li>multiplying together 3 numbers</li> <li>describe positions on a 2-D grid as coordinates in the first quadrant</li> </ul> <p><b>Inspire Book A</b> <b>Unit 7: Perpendicular Line and Parallel lines</b></p>	<p><b>NC</b></p> <ul style="list-style-type: none"> <li>read Roman numerals to 100 (I to C)</li> <li>convert between different units of measure [for example, kilometre to metre; hour to minute]</li> <li>solve problems involving converting from hrs to mins, mins to secs, yrs to mns, wks to ds</li> </ul> <p><b>Inspire Book B</b> <b>Unit 9: Decimals</b></p>	<p><b>NC + SATS PREP</b></p> <ul style="list-style-type: none"> <li>compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li> <li>describe movements between positions as translations of a given unit to the left/right and up/down</li> <li>plot specified points and draw sides to complete a given polygon</li> </ul>	<p><b>Inspire Maths Assessment book</b> Review prior learning</p> <p><b>Inspire Book B</b></p> <p><b>Unit 12: Area and Perimeter</b> <b>Unit 12: Rectangles and squares</b> <b>Unit 12: Word problems</b></p> <p><b>Unit 13: Symmetry</b> <b>Unit 13: Identifying symmetry</b> Compare and classify geometric</p>

<p><b>Big Maths Beat That</b></p> <p><b>Big Maths Beat That CLIC</b></p> <p><b>Mental Maths</b></p> <p><b>Maths links from other topics</b></p>	<p>Adding and subtract 4 digit numbers with written formal methods</p> <p><b>Unit 1: Counting comparing Numbers to the nearest 10</b> Count in multiples of 6,7,9,25 and 100 Order and compare numbers beyond 1000</p> <p><b>Unit 2: Whole numbers (2)</b> <b>Unit 2: Rounding Numbers to the Nearest 10 000</b> Round any number to the nearest 10, 100 and 1000</p> <p><b>Unit 2: Estimation and Factors</b> Identify, represent and estimate numbers using different representations</p> <p><b>Unit 2: Factors and Multiples</b></p> <p><b>Unit 3: Whole numbers (3)</b> <b>Unit 3: Multiplication by a 1 digit and 2 digit number</b> Recognise number factors mentally x 2digit and 3digit by 1 digit using formal layout</p> <p><b>Unit 3:Division by a 1 digit number and word problems</b> Solve number and practical problems with the above</p> <p><b>Year 4 Multiplication/Division</b> Week 1-7 Count in multiples of 6,7,8</p> <p><b>Year 3-</b> recall and use multiplication and division facts for the 3, 8, 50 and 100.</p> <p><b>Standards 3/4</b> Week 1, 3, 5</p> <p><b>Year 4</b> Week 2,4,6 Autumn Term Test 1, 2 and 3</p> <p><b>Cross Curricular</b> Aztec Calendar, Currency converting. Cocoa as money / fundraiser</p>	<p><b>and line graphs</b> Interpret and present discrete and continuous data using appropriate graphical methods Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p> <p><b>Unit 5:Fractions</b> <b>Unit 5: Mixed numbers</b> <b>Unit 5: Improper fractions</b> <b>Unit 5: Conversion of fraction</b> Counting in hundredths Recognise equivalent fractions using diagrams</p> <p><b>Unit 5: Adding and subtracting fractions</b> Add and subtract with the same denominator</p> <p><b>Unit 6: Angles</b> <b>Unit 6: Understanding angles</b> <b>Unit 6: Measuring angles</b> <b>Unit 6: Angles</b> Identify acute and obtuse angles Order angles and compare up to two right angles by size</p> <p><b>Unit 6: Drawing angles</b> <b>Unit 6: 8 point compass</b></p> <p><b>Year 4 Multiplication/Division</b> Week 1-7 Count in multiples of 6,7,8</p> <p><b>Year 3-</b> recall and use multiplication and division facts for the 3, 8, 50 and 100.</p> <p><b>Standards 3/4</b> Week 1, 3, 5</p> <p><b>Year 4</b> Week 2,4,6 Autumn Term Test 4, 5 and 6</p> <p><b>Cross Curricular</b> Shape and tessellation pyramids – 3D shape</p>	<p><b>Unit 7: Drawing perpendicular and parallel lines</b></p> <p><b>Unit 8: Squares and Rectangles</b> Convert between different units of measure (km-m) (hr-m) Measure and calculate the perimeter in cm and m Find area by counting squares</p> <p><b>Unit 9: Decimals (1)</b> <b>Unit 9: Understanding tth, hth, thth</b> Write decimal equivalent with tenths and hundredths Write decimals <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math> and <math>\frac{3}{4}</math> Recognise hundredths occur by dividing by 100 and tenths by dividing by 10</p> <p><b>Year 4 Multiplication/Division</b> Week 1-7 Count in multiples of 6,7,8</p> <p><b>Year 3-</b> recall and use multiplication and division facts for the 3, 8, 50 and 100.</p> <p><b>Standards 3/4</b> Week 1, 3, 5</p> <p><b>Year 4</b> Week 2,4,6 Spring Term Test 1, 2 and 3</p> <p><b>Cross Curricular</b> Duration of a punishment Area and perimeter of a court room</p>	<p><b>Unit 9: Comparing and rounding</b> Compare numbers with the same number of decimal places up to two decimals Estimate different measure including money in pounds and pence.</p> <p><b>Unit 9: Rounding fractions and decimals(1)</b> Round decimals with decimal place to nearest whole</p> <p><b>Unit 10 : Decimals (2)</b> <b>Unit 10: Addition and subtraction</b> <b>Unit 10: Subtraction and word problems</b> <b>Unit 10: Multiplication and Division</b> Dividing 1 or 2 digit decimals by 10 and 100</p> <p><b>Year 4 Multiplication/Division</b> Week 1-6 Count in multiples of 6,7,8</p> <p><b>Year 3-</b> recall and use multiplication and division facts for the 3, 8, 50 and 100.</p> <p><b>Standards 3/4</b> Week 1, 3, 5</p> <p><b>Year 4</b> Week 2,4,6 Spring Term Test 4, 5 and 6</p> <p><b>Cross Curricular</b> Roman Numerals Roman Calendar Area of baths</p>	<p><b>Inspire Book B</b> <b>Unit 10 : Decimals (2)</b> <b>Unit 10: Estimation and word problems</b> Solve simple measure and money problems involving fractions and decimals</p> <p><b>Unit 11: Time</b> <b>Unit 11: Time-seconds</b> Read, write and convert digital 12 and 24 hour clocks</p> <p><b>Unit 11: 24 Hour clock</b> Solve problems converting hours to minutes, minutes to seconds, years to months and weeks to days.</p> <p><b>Year 4 Multiplication/Division</b> Week 1-6 Count in multiples of 6,7,8</p> <p><b>Year 3-</b> recall and use multiplication and division facts for the 3, 8, 50 and 100.</p> <p><b>Standards 3/4</b> Week 1, 3, 5</p> <p><b>Year 4</b> Week 2,4,6 Summer Term Test 1, 2, 3</p> <p><b>Cross Curricular</b> Story graph Books involving number</p>	<p>papers including quadrilaterals, triangles Identify lines of symmetry in different orientations</p> <p><b>Unit 13: Making symmetrical shapes and patterns</b> Complete a simple symmetrical figure in relation to the line of symmetry</p> <p><b>Unit 14: Tessellation</b> <b>Unit 14: Identifying tessellation</b></p> <p><b>Year 4 Multiplication/Division</b> Week 1-6 Count in multiples of 6,7,8</p> <p><b>Year 3-</b> recall and use multiplication and division facts for the 3, 8, 50 and 100.</p> <p><b>Standards 3/4</b> Week 1, 3, 5</p> <p><b>Year 4</b> Week 2,4,6 Summer Term Test 1, 2 and 3</p> <p><b>Cross Curricular</b> Temperature of climate Location of habitats Measure and estimation of various animals.</p>
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<p><b>Type of Enquiry</b></p> <p><b>Recording of findings</b></p>	<p>simple scientific ideas and processes</p> <p>Using straightforward scientific evidence to answer questions or to support their findings</p> <p>Observation Pattern Seeking Identifying, grouping and classifying</p> <p>Photos, notes, drawings, labelled diagrams, bar charts and simple tables</p>	<p>Setting up simple practical enquiries, comparative and fair tests</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Researching using secondary resources</p> <p>Comparative and Fair Testing Observation</p> <p>Photos, notes, drawings, labelled diagrams, bar charts and simple tables</p>	<p>conductors and insulators, and associate metals with being good conductors.</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Using straightforward scientific evidence to answer questions or to support their findings</p> <p>Pattern Seeking Research including secondary resources Comparative and Fair Testing</p> <p>Photos, notes, drawings, labelled diagrams, bar charts and simple tables</p>	<p>for new values, suggest improvements and raise further questions</p> <p>Using straightforward scientific evidence to answer questions or to support their findings</p> <p>Pattern Seeking Research including secondary resources Comparative and Fair Testing Observation</p> <p>Photos, notes, drawings, labelled diagrams, bar charts and simple tables</p>	<p>processes</p> <p>Observation Comparative and Fair Testing Identifying, grouping and classifying</p> <p>Photos, notes, drawings, labelled diagrams, bar charts and simple tables</p>	<p>observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Using straightforward scientific evidence to answer questions or to support their findings</p> <p>Observation Identifying, grouping and classifying Pattern Seeking</p> <p>Photos, notes, drawings, labelled diagrams, bar charts and simple tables</p>
<p><b>Suggested Wider Reading</b></p>	<p><b>Solids, Liquids, And Gases</b> (Rookie Read-About Science) Paperback</p> <p><b>Solids, Liquids, and Gases</b> (Essential Physical Science) Paperback – 3 Jul 2014 by Louise Spilsbury (Author), Richard Spilsbury (Author)</p> <p><b>Solids, Liquids and Gases</b> (Science Answers) by Carol Ballard</p> <p><b>Changing states: Solids, Liquids, and Gases</b> (Do It Yourself) Paperback – 20 Apr 2010 by Will Hurd (Author)</p>	<p><b>Table top Scientist --</b> The Science of Sound: Projects and Experiments</p>	<p><b>Charging About: The Story of Electricity (Science Works)</b> by Jacqui Bailey and Matthew Lilly</p> <p><b>The Shocking Story of Electricity</b> (Young Reading (Series 2)) by Anna Claybourne and Martin Chatterton</p>		<p><b>Scientific Auto-biographies</b></p> <p><b>Special Women – Marie Curie</b></p>	<p><b>Hostile Habitats - Scotland's Mountain Environment:</b> A Hillwalkers' Guide to Wildlife and the Landscape Hardcover by Mark Wrightham (Editor), Nick Kempe</p> <p>Where the Forest Meets the Sea / Window Paperback Paperback – by Jeannie Baker (Author, Illustrator)</p>

### Art and Design outcomes for pupils

Pupils handle a range of 2D, 3D or digital media competently and confidently. They explore and exploit the visual language well to develop individual and diverse responses to given or chosen starting points.

Pupils use drawing to aid thinking. They enjoy using different drawing materials or techniques to record observations, recall memories or express imagination.

Pupils appreciate the qualities and understand the value of drawing to other artists, craft makers and designers.

Pupils are curious about the work of other artists, craft makers and designers and make independent and informed choices about referring to the work of others which they use to liberate rather than constrain their own ideas or style.

Pupils strive for originality in the development of their ideas and approaches.

They understand the value of experimentation and working beyond their comfort zone in order to discover and develop creativity.

Pupils compare, contrast and criticise their own achievements, those of their peers and other creative practitioners in order to make connections and understand creative diversity.

They are reflective about their own development and the work of others.

Pupils contribute positively and purposefully to their learning in lessons and in between.

<b>Art and Design</b>	Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)	<b>Art Week 10 – 14 December</b> Create sketch books to record observations and use them to review and revisit ideas Gods Tomb art – pastel  <b>Activity-</b> Sketch a modern Sphynx planning colours, shades and tones	Identify the techniques used by different artists  <b>Activity-</b> The work of Banksy <b>SMSC 'Is Graffiti Art?</b>	Knowing about great artists, architects and designers in history and different cultures  <b>A-Famous Buildings</b> (appreciating architecture) Use shading to show light and shadow Use a variety of techniques to create interesting effects	Identify the techniques used by different artists  <b>Activity-</b> Artist (Takashi Murakami, Andras Gurkski photographer and Andy Warhol) case studies and their technique and style in sketchbooks.	Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design  <b>Activity-</b> Drawing still life Pootoos
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### Design and Technology Outcomes for pupils

Pupils understand the working characteristics and properties of the materials they are using and why one material, ingredient or component is better suited to a job than another.

Pupils develop their work effectively, and demonstrate resilience in solving design problems and technical challenges.

Pupils understand how to carry out high-quality tests before attempting to improve their products and realise their plans accurately and safely.

The suitability for users is embedded in all aspects of their designing and making.

Pupils analyse and use their research effectively to support their designing and to test the effectiveness of their products.

Pupils apply their knowledge of science and mathematics to inform their designing and making.

They talk confidently about their technological ideas, and present information and plans effectively by writing, drawing and using annotated sketches.

<b>Design and Technology</b>	<b>Activity</b> -Aztecs mask glue and oil painting including planning	<b>Design</b> 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 <b>Evaluate</b> 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  <b>Activity</b> - Create a pyramid marble game			<b>Make</b> 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  <b>Technical knowledge</b> Apply their understanding of computing  <b>Activity</b> -cooking Create a class recipe book	<b>Make</b> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Follow a step-by-step plan, choosing the right equipment and materials <b>Technical knowledge</b> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures  <b>Activity</b> - Habitats 3D models (biomes) to live in their habitat.
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**Computing outcomes for pupils**

Pupils have a clear understanding of the value of Computing. Pupils' understanding of important concepts, as well as their proficiency in techniques and recall of knowledge, are well developed.

Teachers have a good level of specialist expertise including good technical skills, which, along with accurate assessment of individual pupils' prior knowledge and understanding, is used well in planning and teaching their subject.

Pupils understand the value of Computing, its impact on society and how it relates to their lives, due to teachers using a range of appropriate contexts in lessons.

Teachers respond well to pupils' questions through effective dialogue and feedback, and correct errors and misconceptions accurately and effectively.

Teachers of Computing communicate high expectations, about their subject to pupils, encouraging them to produce the best work they can.

Good learning across all aspects of the subject is promoted through the use of an appropriate range of resources and teaching strategies.

<b>Computing</b>	<b>Online Safety</b> ES14 Identify age limits and PEGI ratings for games and understand the importance of only accessing age appropriate content  <b>Computer Science National Curriculum links</b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller	<b>Online Safety</b> ES15 Explain the possible consequences of submitting personal information online.  <b>Information Literacy National Curriculum links</b> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.  IL10 Carry out and modify	<b>Online Safety</b> ES16 Ensure information submitted online is only accessed by the people they trust  <b>Media National Curriculum links</b> 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	<b>Online Safety</b> ES17 Identify the similarities and differences of virtual and real world communication to develop an understanding of positive online communication  <b>Media National Curriculum links</b> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and	<b>Online Safety</b> ES18 Use strong passwords for all online accounts and devices.  <b>Data Handling National Curriculum links</b> Collect, analyse, evaluate and present data and information using a variety of applications on a range of digital devices.  DH9 Represent data in a	<b>Online Safety</b> ES14 Identify age limits and PEGI ratings for games and understand the importance of only accessing age appropriate content  <b>Computer Science National Curriculum links</b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller
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<p>parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p><u>CS15</u> Understand and explore different game genres and what makes a good game.</p> <p><u>CS16</u> Understand that games, apps and web content are made of code.</p> <p><u>CS17</u> Debug existing code to improve it.</p> <p><u>CS18</u> Design and code a simple game.</p> <p><u>CS19</u> Use selection in their coding</p> <p><u>CS20</u> Transfer existing coding skills between applications.</p>	<p>searches developing keywords to improve search accuracy.</p> <p><u>IL11</u> Check the relevancy and accuracy of search results.</p> <p><u>IL12</u> Locate online content using some of the available advanced features in search engines</p>	<p>accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p><u>M18</u> Capture appropriate, quality still and moving images.</p> <p><u>M19</u> Develop an understanding of differing film shots and their effective use.</p> <p><u>M20</u> Create a 2D plan view using basic shapes</p> <p><u>M21</u> Plan, create and edit an animation, film or slideshow</p> <p><u>M22</u> Compose, combine and refine music or sounds.</p> <p><u>M23</u> Identify features of good digital creation design</p> <p><u>M24</u> Collect, create and insert appropriate (fit for purpose) graphics and sound files to create a multimedia presentation</p> <p><b>SAFER INTERNET DAY Tuesday 6 February</b></p>	<p>create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p><u>M18</u> Capture appropriate, quality still and moving images.</p> <p><u>M19</u> Develop an understanding of differing film shots and their effective use.</p> <p><u>M20</u> Create a 2D plan view using basic shapes</p> <p><u>M21</u> Plan, create and edit an <b>animation</b>, film or slideshow</p> <p><u>M22</u> Compose, combine and refine music or sounds.</p> <p><u>M23</u> Identify features of good digital creation design</p> <p><u>M24</u> Collect, create and insert appropriate (fit for purpose) graphics and sound files to create a multimedia presentation</p>	<p>database using appropriate data types.</p> <p><u>DH10</u> Turn questions into search criteria and use database tools to find answers</p> <p><u>DH11</u> Use a spreadsheet to enter data and perform simple calculations.</p> <p><u>DH12</u> Convert data in a spreadsheet into different graph types for different purposes.</p> <p><u>DH13</u> Change elements of a spreadsheet and understand the effects on other calculation</p>	<p>parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p><u>CS15</u> Understand and explore different game genres and what makes a good game.</p> <p><u>CS16</u> Understand that games, apps and web content are made of code.</p> <p><u>CS17</u> Debug existing code to improve it.</p> <p><u>CS18</u> Design and code a simple game.</p> <p><u>CS19</u> Use selection in their coding</p> <p><u>CS20</u> Transfer existing coding skills between applications.</p>
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### Languages outcomes for pupils

Most pupils are keen to try to speak in the target language in lessons, either with a partner or with the teacher.

They attempt to copy the correct pronunciation and intonation.

They strive to use the language to communicate orally and in writing.

Increasingly, they use the language for normal communication with the teacher and with each other in and beyond the classroom.

Pupils often take the initiative in their work and when working with others.

They demonstrate some originality, imagination or creativity in modern languages work.

Pupils can apply grammatical rules to new situations and can write at length with support.

They have good knowledge and understanding of the culture of the countries where the language is spoken.

Pupils enjoy learning languages and can explain the value of doing so.

<b>Languages French</b>	<b>Listen attentively to spoken language and show understanding by joining and responding</b>  <b>Reading skills-</b> Conversations between 2 or more people <b>Introductions-</b> Name, place, age etc. <b>Writing-</b> Alphabet joins, beginning, middle and end	<b>Speak in sentences, using familiar vocabulary, phrases and basic language structures</b>  <b>Reading skills-</b> Numbers10+ <b>Introductions-</b> Greeting and different questioning styles/answers <b>Writing-</b> Joining letters, adding vowels, greetings	<b>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</b>  <b>Reading skills-</b> Feminine words and simple sentences <b>Introductions-</b> Introducing the family House and home Food <b>Writing-</b> Feminine words and simple sentences	<b>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</b>  <b>Reading skills-</b> Simple story <b>Introductions-</b> Food and cooking Travel and tourism <b>Writing-</b> Topic related sentences	<b>Appreciate stories, songs, poems and rhymes in the language</b>  <b>Reading skills-</b> Verb table <b>Introductions-</b> Time (half past , quarter past/to minutes and seconds) <b>Writing-</b> Verb table	<b>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</b>  <b>Reading skills-</b> Dictionary <b>Introductions-</b> Hobbies and interests <b>Writing-</b> Topic related sentences
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**History outcomes for pupils**

Throughout each year group pupils make substantial and sustained progress leading to high levels of attainment.

From different starting points pupils develop excellent knowledge, understanding and skills enabling them to master their learning.

Pupils have excellent knowledge and understanding of people, events, and contexts from a range of historical periods, of historical chronology, and of historical concepts and processes.

Pupils are able to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.

Pupils consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.

Pupils are able to think, reflect, debate, discuss and evaluate the past, formulating and refining their own questions and lines of enquiry.

Pupils are passionate about history and engage enthusiastically in their learning, developing a sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.

Pupils are respectful of historical evidence and make robust and critical use of it to support their explanations and judgements.

Pupils readily embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

<b>History</b>	<b>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared</b>  <b>A non-European society that provides contrasts with British history –Mayan civilization c. AD 900.</b>	<b>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared</b>  <b>A non-European society that provides contrasts with British history A historical study</b>  Egyptians, the achievements of the earliest civilisations- an overview of where and when they appeared. The history of the rituals	<b>Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present</b>  Crime and Punishment Anglo-Saxons to the Present day. Children will explore crime and punishment through time. . Children will look at case studies of crimes committed in the past.  Create a timeline of events Write a Saxon 'Oath of Loyalty'. Compare crime and punishment through time.	<b>The Roman Empire and its impact on Britain. 55bc – 410AD.</b>  How was it founded? How did Rome expand? How was society organised? What was daily life like? What did the Romans do for entertainment gladiators? What have the Romans done for us today?	<b>A local history study</b>  <b>The History of The Bronte Sisters</b>  <ul style="list-style-type: none"> <li>• a depth study linked to one of the British areas of study listed above</li> <li>• a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li> <li>• a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</li> </ul>	<b>Changes in an aspect of social history – The rise of environmental awareness.</b>
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## Geography outcomes for pupils

Throughout each year group pupils make substantial and sustained progress leading to high levels of attainment.

From different starting points pupils develop excellent knowledge, understanding and skills enabling them to master their learning.

Pupils have excellent knowledge of where places are and what they are like.

They have excellent understanding of the ways in which places are interdependent and interconnected and how human and physical environments are interrelated.

Pupils have an extensive base of core geographical knowledge and vocabulary.

Pupils are able to carry out increasingly complex geographical enquiry, apply questioning skills and use effective analytical and presentational techniques in a wide range of environments, scales and contexts.

Pupils reach clear conclusions and are able to develop reasoned arguments to explain their findings.

Pupils are able to think for themselves and take the initiative in, for example, asking questions, carrying out their own investigations and working constructively with others.

Pupils show significant levels of originality, imagination or creativity in their understanding and skills within the subject.

Fieldwork and other geographical skills, including numerical and quantitative skills, and techniques are highly developed and frequently utilised.

Pupils develop passion and commitment to the subject and exhibit a real sense of curiosity in finding out about the world around them and the people who live there.

Pupils are able to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

<p><b>Geography</b></p>	<p><b>Human and Physical Geography and Locational Knowledge</b> 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</p> <p><b>Activity:</b> Locate and map Mexico and surrounding landscape. Climate zones in Mexico and how vegetation is affected. Research the Aztec settlement and why it was convenient to trade links. The Equator.</p> <p>Compare similarities and differences with the UK and Mexico, e.g. volcanos, mountains, sea.</p>	<p><b>Locational Knowledge</b></p> <p>Locate the world's countries, name and locate cities, geographical regions and change over time. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>Activity:</b> Day in the life of the Ancient Egyptian Nile case study</p>	<p><b>Geographical skills</b></p> <p>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</p> <p><b>Activity:</b> Sketch a maps of England (crime scene) provide direction using an eight point compass and co-ordinates to find the diamonds.</p> <p>Corporal punishment in different countries.</p>	<p><b>Locational Knowledge</b></p> <p>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</p> <p><b>Activity:</b> Roman Big Question Where did you settle and why?</p> <p>Size, population, mountains, rivers, volcanoes mountains, settlements (Hadrian's wall impact on trade).</p> <p>The Roman Empire and its reach.</p>	<p><b>Locational knowledge, human and physical geography.</b></p> <p><b>Creative writing Activity</b></p> <p>Create persuasive Holiday brochure using information from previous topic.</p>	<p><b>Human and Physical Geography</b></p> <p>Including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>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>Activity:</b> Investigate creatures adapted to their specific environments – (link to Darwinism – studied in detain in Y6) Basic climate zones and the obvious well adapted animals: polar bears, arctic hare; giraffes, elephants; camel, sidewinder.</p>
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### Music outcomes for pupils

Pupils enjoy their musical experiences and make good progress in their musical understanding, including of musical theory, as a result of high expectations for good-quality music-making.

Pupils demonstrate readiness to engage positively with different and diverse musical traditions and styles from a range of historic, social and cultural contexts, including classical music.

They listen well and consequently make good musical responses.

Singing is confident and controlled, instrumental techniques are accurate and secure, and pupils are able to create their own musical ideas that show a good understanding of how pitch, duration, dynamics, timbre, texture and structure work together.

Attainment is good in relation to pupils' capability and starting points, particularly with regard to their previous musical interests and experiences.

Music is a popular subject and pupils from all groups participate actively and enthusiastically in curriculum lessons and extra-curricular activities. Retention rates are good in all forms of musical activity, in and out of the curriculum.

<b>Music</b>	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Use and understand staff and other musical notations  Create musical patterns  To listen with concentration and recall sounds with increasing aural memory	Explore, choose and organise sounds and musical ideas  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  Explore and express ideas and feelings about music using movement, dance and expressive and musical language	Improvise and compose music for a range of purposes using the inter-related dimensions of music  Make improvements to own work; Songs linked to writing/story telling	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
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### Physical Education outcomes for pupils

Boys and girls of all ages, abilities and interests acquire new knowledge and skills at a good rate and develop a good understanding of PE and sport.

They practise skills without the need for much guidance or support. They apply these skills in a wide range of activities and situations, and achieve a high level of performance.

They have a good level of physical fitness and understand the importance of this in promoting their long-term health. They are able to remain physically active for long periods of time and lead healthy lifestyles by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.

Pupils' enjoyment of PE is shown in their positive attitudes and regular participation in lessons and extra-curricular sport. They acquire the skills needed to organise sport and physical activity for others.

All pupils can swim 25 metres and know how to remain safe in and around water by the end of Year 5.

<b>Physical Education</b>	<b>New Age Kurling / Swimming</b>  Apply basic principles suitable for attacking and defending	<b>Gymnastics / Swimming</b>  Perform routines using a range of movement patterns	<b>Dance (Zumba ) / Swimming</b>  Perform dances using a range of movement patterns	<b>Football / Swimming</b>  Play competitive games, modified where appropriate	<b>Tennis / Swimming</b>  Apply basic principles suitable for attacking and defending	<b>Athletics/ Swimming</b>  Develop flexibility, strength, technique, control and balance for example, through athletics
<b>Intra-House</b>	<b>New Age Kurling</b>	<b>Football</b>	<b>Tri-Golf</b>	<b>Bench ball</b>	<b>Team games</b>	<b>Sports Day Sports week 15-19 July</b>

## Religious Education outcomes for pupils

- Throughout each year group pupils make substantial and sustained progress leading to high levels of attainment.
- From different starting points pupils develop excellent knowledge, understanding and skills enabling them to master their learning.
- Pupils have an outstanding level of religious literacy.
- The development of their ability to engage with a range of ultimate questions about the meaning and significance of existence is excellent.
- The development of their ability to ask significant questions about, and show an impressive understanding of, issues related to the nature, truth and value of religion is impressive.
- They develop a strong understanding of how the beliefs, values, practices and ways of life within any religion cohere.
- Pupils can think for themselves and take the initiative in, for example, asking questions, carrying out their own investigations, evaluating ideas and working constructively with others.
- They show significant levels of originality, imagination or creativity in their responses to their learning in Religious Education.
- Pupils show impressive achievement in linking their study of religion and belief to their exploration of more personal reflections on issues of meaning and purpose.
- Their progress is outstanding across a wide range of religions, beliefs and investigations.

## Bradford Agreed Syllabus 2016-2020

### Know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
- identify, investigate and respond to questions posed and responses offered by sources of authority and wisdom found in religions and worldviews;
- appreciate and evaluate the nature, significance and impact of different ways of life and how these are expressed.

### Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
- explain their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- appreciate and evaluate varied dimensions of religion or a worldview.

### Develop and use the skills needed to engage with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding with increasing understanding;
- investigate how different individuals and communities live together respectfully for the wellbeing of all;
- articulate beliefs, values and commitments clearly, in order to explain why they may be important in their own and other people's lives.

<b>Religious Education</b> <b>Spiritual</b>	<b>What does worship mean?</b>	<b>How is Christmas celebrated in other countries?</b>	<b>What do we mean by commitment?</b>	<b>What is pilgrimage?</b>	<b>Why did Jesus and other religious people tell stories?</b>	<b>What is Judaism?</b>
<b>Christianity</b> <b>Islam</b> <b>Judaism</b>	CYCLE OF LIFE BELIEF HOPE	AUTHORITY WISDOM	SACRED SPECIALNESS IDENTITY	SACRED AUTHORITY WISDOM COMMUNITY IDENTITY	SACRED BELIEF HOPE	CYCLE OF LIFE IDENTITY REMEMBERING
<b>Big Question</b>	<b>Beliefs- Initial impression</b> What do different people believe	<b>Beliefs- Further reflection</b> What do different people believe	<b>Practices- Initial impression</b> How do faith communities	<b>Practices- Further reflection</b> How do faith communities	<b>Forms of expression- Initial impression</b> How do believers use	<b>Forms of expression- Further reflection</b>

<p><b>Know About and Understand</b></p> <p><b>Express and Communicate</b></p> <p><b>Gain and Deploy Skills</b></p> <p><b>Science, Computing, Historical or Geographical, Art and Design and Music Knowledge, skills and understanding</b></p>	<p>about God?</p> <p>Describe different features of religions and worldviews</p> <p>Observe and understand varied examples of religions and worldviews</p> <p>Apply their own ideas thoughtfully in different forms including reasoning</p> <p>Databases</p> <ul style="list-style-type: none"> <li>* Input data into a prepared database</li> <li>* Sort and search a database to answer simple questions</li> <li>* Recognise what a spreadsheet is</li> <li>* Use the terms cell, row and columns</li> <li>* Enter data, highlight it and make bar charts</li> </ul> <p>Music Knowledge- Performing</p> <ul style="list-style-type: none"> <li>* Perform a simple part rhythmically</li> <li>* Sing songs from memory with accurate pitch</li> <li>* Improvise using repeated patterns</li> </ul> <p>Appraising</p> <ul style="list-style-type: none"> <li>* Identify how a change in timbre can change the effect of a piece of music</li> </ul>	<p>about God?</p> <p>Explain more about celebrations and the rituals which mark important points in life</p> <p>Explain with reasons, their meanings and significance to individuals and communities</p> <p>Discuss and represent own views on challenging questions about the significance of certain things</p> <p>Painting</p> <ul style="list-style-type: none"> <li>* Create all colours they need</li> <li>* Create mood in their paintings</li> <li>* Use shading to create mood and feeling</li> </ul> <p>Geographical Enquiry</p> <ul style="list-style-type: none"> <li>* Find the same place on a globe and an atlas</li> </ul> <p>Geographical knowledge</p> <ul style="list-style-type: none"> <li>* Name the areas of origin of the main ethnic groups in the UK and in their school</li> </ul>	<p>demonstrate what is sacred?</p> <p>Understand different ways of life and ways of expressing meaning</p> <p>Understand the challenges of commitment to a community of faith or belief</p> <p>Discuss and represent own views on challenging questions about purpose of faith</p> <p>Using the Internet</p> <ul style="list-style-type: none"> <li>* Use a search engine to find a specific website</li> <li>* Use note-taking skills to decide which text to copy and paste into a document</li> </ul> <p>Data Retrieving and Organising</p> <ul style="list-style-type: none"> <li>* Capture images using webcams, screen captures, scanner, visualiser and internet</li> <li>* Choose images and download into a file</li> </ul> <p>Presentation</p> <ul style="list-style-type: none"> <li>* Create a lengthy presentation that moves from slide to slide and is aimed at a specific audience</li> <li>* Combine text, images and sounds and show awareness of audience</li> </ul> <p>Drawing</p> <ul style="list-style-type: none"> <li>* Begin to show facial expressions and body languages in their drawings</li> </ul> <p>Painting</p> <ul style="list-style-type: none"> <li>* Create mood in their paintings</li> </ul> <p>Sketch Books</p> <p>Use their sketch books to express feelings about various subjects and outline likes and dislikes</p>	<p>demonstrate what is sacred?</p> <p>Explain more about pilgrimages which mark important points in life</p> <p>Observe and consider different dimensions of religion</p> <p>Represent other's views on ways of life</p> <p>Geographical Enquiry</p> <ul style="list-style-type: none"> <li>* Find the same place on a globe and an atlas</li> <li>* Plan a journey to a place in England</li> </ul> <p>Physical Geography</p> <ul style="list-style-type: none"> <li>* Describe the main features of a well-known city</li> <li>* Use appropriate symbols to represent different physical features on a map</li> </ul> <p>Human Geography</p> <ul style="list-style-type: none"> <li>* Explain how a location has changed over time with reference to human features</li> </ul> <p>Geographical Knowledge</p> <ul style="list-style-type: none"> <li>* Locate the Tropic of Cancer and the Tropic of Capricorn</li> </ul>	<p>symbolism to show their beliefs?</p> <p>Describe and understand links between stories they are investigating</p> <p>Suggest why belonging to a community may be valuable in their own lives</p> <p>Discuss and represent own views on challenging questions about meaning and purpose</p> <p>Numeracy Link: Reinforce understanding of years, months and counting on and back</p> <p>Literacy Link: Refer to stories with a moral message</p>	<p>How do believers use symbolism to show their beliefs?</p> <p>Reflect on our own ideas</p> <p>Explore and show understanding of similarities and differences between different religions and worldviews</p> <p>Represent other's views on worldviews</p> <p>PSHCE Link: Discuss relationships and commitment</p> <p>Literacy Link: Compare and contrast two religions</p>
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**Personal, Social, Health and Economic Education outcomes for pupils**

Throughout each year group pupils make substantial and sustained progress leading to high levels of attainment. From different starting points pupils develop excellent knowledge, understanding and skills enabling them to master their learning. Pupils think highly critically, articulate their learning and their views with great confidence and work constructively with others. They consistently evaluate, discern and challenge their own and others' views using appropriate evidence from a range of sources. Pupils show outstanding understanding of, and commitment to, their own and others' health and well-being. They understand extremely well how to keep themselves and others healthy and safe and are very well aware of, for example, the dangers of substance misuse. Pupils have a very strong understanding of how to recognise and deal with mental health problems such as stress or eating disorders. Pupils have developed discernment and resilience and know how to resist peer pressure effectively; they understand very well how to seek further help and advice if they need it. Pupils understand very well the impact of bullying on others and actively challenge all forms of bullying including racist, disablist, homophobic and transphobic language. Pupils make outstanding progress in developing understanding and skills in relation to business, enterprise, money management, the world of work and employability.

<p><b>SMSC</b></p> <p><b>Spiritual</b></p> <p><b>Moral</b></p> <p><b>Social</b></p> <p><b>Cultural</b></p>	<p><b>S-</b> In what ways can we promote our personal spiritual health? How do we show what we believe about God?</p> <p><b>M-</b>Discuss the impact of the Spanish Conquistadors on the Aztec civilisation. Were they morally right to bring their 'civilised world' to South America?</p> <p><b>S-SEAL- New Beginnings</b></p> <p><b>C-</b> What are the benefits of fair trade chocolate? How is chocolate used in cultural celebrations around the world?</p>	<p><b>S-</b>Can a journey affect one's faith?</p> <p><b>M-</b>How do we know right from wrong?</p> <p><b>S-SEAL -Good to be me</b></p> <p><b>C-</b>How do we know what living in the past was like?</p>	<p><b>S-</b>Should we give advice?</p> <p><b>M-</b>Is it everyone's responsibility to help those in need?</p> <p><b>S-SEAL -Going for goals</b></p> <p><b>C-</b> Willingness to explore and understand others. Discuss.</p>	<p><b>S-</b> How might our beliefs differ if the Romans had not invaded Britain?</p> <p><b>M-</b>Is it morally right to impose your beliefs on others?</p> <p><b>S-SEAL -Changes</b></p> <p><b>C</b> -What positive elements of the Roman culture did Britain adopt?</p>	<p><b>S-</b>Can we ever know what someone else is feeling?</p> <p><b>M-</b> What do you think about the rights of children in Victorian times? Is it important that society looks after young children?</p> <p><b>S-SEAL -Relationships</b></p> <p><b>C</b> -Is it possible to become friends from a different race or culture?</p>	<p><b>Spiritual</b> What do you think about cruelty to animals? What do different religions teach us about respecting and caring for animals?</p> <p><b>Moral</b> Do you think it is alright for people to destroy different habitats to create resources for human use? What can we do to make a difference?</p> <p><b>Social – SEAL - Getting on and falling out</b> <b>What is the best way to resolve our differences?</b></p> <p><b>Cultural</b> Why is the cultural habit of relying on single use plastics damaging the environment? How can we reduce our plastic waste?</p>
<p><b>British Values:</b></p> <p><b>Democracy</b></p> <p><b>Rule of Law</b></p> <p><b>Individual Liberty</b></p> <p><b>Mutual Respect</b></p> <p><b>Tolerance of those with different faiths and beliefs</b></p>	<p><b>D:</b> Voting for our house captains social issues such as the Inca Law for the common people that kept them tightly controlled.</p> <p><b>ROL:</b> How did the Aztecs keep order in society?</p> <p><b>IL:</b> Were all the social classes treated the same? How did the arrival of the Spanish impact the Aztecs' individual liberty?</p> <p><b>MR:</b> When two people have different views, can both be correct?</p> <p><b>T:</b> How do we show respect to those with different faiths and beliefs?</p>	<p><b>D:</b> How did Pharaohs rule?</p> <p><b>ROL:</b> Egyptian law vs Modern Law</p> <p><b>IL:</b> How were Egyptian slaves treated?</p> <p><b>MR:</b> Respect others in competition situations and uphold a fair play spirit.</p> <p><b>T:</b> What is the difference between ethnicity and religion?</p>	<p><b>D:</b> Do you think criminals should be able to vote and why?</p> <p><b>ROL:</b> What is meant by crime and punishment?</p> <p><b>IL:</b> How do you stay safe around electricity?</p> <p><b>MR :</b> Do animals deserve the same the same respect as humans?</p> <p><b>T:</b> Special people: Martin Luther King Junior.</p>	<p><b>D:</b> How did Romans elect their rulers?</p> <p><b>ROL:</b> What are your views on Julius Cesar's death?</p> <p><b>IL:</b> How did slavery during the Roman times come to an end?</p> <p><b>MR:</b> What did the Romans ever do for us?</p> <p><b>T:</b> Are stereotypes acceptable?</p>	<p><b>D:</b> If you could vote for or against SATs, which way would you vote and why? Create a persuasive argument.</p> <p><b>ROL:</b> If you could write your own laws, what would you write?</p> <p><b>IL:</b> Should we be allowed to do as we please?</p> <p><b>MR:</b> Why is it important to play fair?</p> <p><b>T:</b> Can we judge a book by its cover?</p>	<p><b>Democracy</b> Who is the Green Party and what is their political message?</p> <p><b>Rule Of Law</b> Should rainforest areas be destroyed to make new buildings or plant crops?</p> <p><b>Individual Liberty</b> What is your opinion about eating meat? Why would some people choose to become vegetarian or vegan?</p> <p><b>Mutual Respect</b> Should littering be allowed?</p> <p><b>Tolerance of Different Faiths and Beliefs</b> What does every cultural story have in common?</p>

<b>101 Must Do Activities Before Leaving Bankfoot Primary</b>	Achieve 100% attendance at school 45) Visit the Theatre 46) Play a musical instrument – YR3/4 Recorders/Clarinets	47) Taste different foods 48) Stay safe on computers 49) Visiting a Football Stadium	50) Complete a jigsaw 51) Have a jumble sale	52) Play with a hula hoops 53) Family Movie Night	54) Do hand stands	55) Explore wildlife
<b>501 Must Read Books Before Leaving Bankfoot Primary</b>  <b>60 Books</b>	<p><b>Charlie and the Chocolate Factory</b> <i>Roald Dahl</i></p> <p><b>Aesop's Fables</b> <i>Aesop</i></p> <p><b>Clock work or All Wound Up</b> <i>Philip Pullman</i></p> <p><b>The Adventures of the Wishing Chair</b> <i>Enid Blyton</i></p> <p><b>The Nutcracker and other Tales</b> <i>E.T.A.Hoffmann</i></p> <p><b>The Pied Piper of Hamelin</b> <i>Robert Browning</i></p> <p><b>The Water-Babies</b> <i>Charles L.Kingsley</i></p> <p><b>At the Back of the North wind</b> <i>George MacDonald</i></p> <p><b>Mrs Frisby and the Rats of Nimh</b> <i>Robert C O'Brien</i></p>	<p><b>Stories From Ancient Egypt Book</b> <i>Joyce A. Tyldesley</i></p> <p><b>The Arrival</b> <i>Shaun Tan</i></p> <p><b>Stuart Little</b> E.B. White</p> <p><b>The Dancing Bear</b> <i>Michael Morpurgo</i></p> <p><b>The Killer Underpants</b> <i>Michael Lawrence</i></p> <p><b>The Sword in the Stone</b> <i>T.H.White</i></p> <p><b>The Princess and the Goblin</b> <i>George MacDonald</i></p> <p><b>Nobody's Boy</b> <i>Hector Malot</i></p> <p><b>Mufaro's Beautiful Daughters</b> <i>John Steptoe</i></p> <p><b>Brother Eagle, Sister Sky</b> <i>Susan Jeffers &amp; Chief Seattle</i></p> <p><b>Robi Dobi</b> <i>Madhur Jaffrey</i></p>	<p><b>The Seventh Most Important Thing</b> <i>Shelley Pearsall</i></p> <p><b>The Hundred and One Dalmatians</b> <i>Dodie Smith</i></p> <p><b>The Bed and Breakfast Star</b> <i>Jacqueline Wilson</i></p> <p><b>The Giggler Treatment</b> <i>Roddy Doyle</i></p> <p><b>The Firework-Maker's Daughter</b> <i>Philip Pullman</i></p> <p><b>The Dragon's Child</b> <i>Jenny Nimmo</i></p> <p><b>The Ghost Blades</b> <i>Anthony Masters</i></p> <p><b>Sara, Plain and Tall</b> <i>Patricia MacLachlan</i></p> <p><b>Smart Girls</b> <i>Robert Leeson</i></p> <p><b>The Reluctant Dragon</b> <i>Kenneth Grahame</i></p>	<p><b>Horrible Histories The Romans</b> <i>Terry Deary</i></p> <p><b>Tom's Midnight Garden</b> <i>Philippa Pearce</i></p> <p><b>Harry Potter and The Philosopher's Stone</b> <i>J.K.Rowling</i></p> <p><b>Awful End</b> <i>Philip Ardagh</i></p> <p><b>Flow</b> <i>Pippa Goodhart</i></p> <p><b>Dragon Poems</b> <i>John Foster &amp; Korky Paul</i></p> <p><b>The Crazy Shoe Shuffle</b> <i>Gillian Cross</i></p> <p><b>The Sea Piper</b> <i>Helen Cresswell</i></p> <p><b>The Chocolate Touch</b> <i>Patrick Skene Catling</i></p> <p><b>It Was A Dark and Stormy Night</b> <i>Allan Ahlberg</i></p>	<p><b>Goodnight Mister Tom</b> <i>Michelle Magorian</i></p> <p><b>The Lion , The Witch and the Wardrobe</b> <i>C.S.Lewis</i></p> <p><b>Coraline</b> <i>Neil Gaiman</i></p> <p><b>Cloud Busting</b> <i>Malorie Blackman</i></p> <p><b>The Story of the Seagull</b> <i>Luis Sepulveda</i></p> <p><b>Johnny and the Bomb</b> <i>Terry Pratchett</i></p> <p><b>Spacebaby</b> <i>Henrietta Branford</i></p> <p><b>Gregory Cool</b> <i>Caroline Binch</i></p> <p><b>A Pot of Gold</b> <i>Jill Bennett</i></p> <p><b>Fog Hounds Wind Cat Sea Mice</b> <i>Joan Aiken</i></p>	<p><b>War Horse</b> <i>Michael Morpurgo</i></p> <p><b>Esio Trot</b> <i>Roald Dahl</i></p> <p><b>The Suitcase Kid</b> <i>Jacqueline Wilson</i></p> <p><b>Lizzie Dripping</b> <i>Helen Cresswell</i></p> <p><b>A Caribbean Dozen</b> John Agard &amp; Grace Nicholls</p> <p><b>Dog So Small</b> <i>Phillipa Pearce</i></p> <p><b>Emil and the Detectives</b> <i>Erich Kastner</i></p> <p><b>Little House on the Prairie</b> <i>Laura Ingalls Wilder</i></p> <p><b>The Clothes Horse</b> <i>Allan Ahlberg</i></p>
<b>Themed Homework</b>	Inspirational People	Science	Safer Internet Day	World Book Day	Literacy Themed	Maths