

Year 4 Yearly Objective Overview 2023 – 2024 (using sonar whole school curriculum map)

	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
Class Text	Oliver and the Seawigs By Phillip Reeve and Sarah McIntyre	Escape from Pompeii by Christina Balit	One Plastic Bag by Miranda Paul	Mousehole Cat By Antonia Barber	Theseus and the Minotaur By Sonia Elisabetta Corvaglia (Author), Anna Lång	Chitty Chitty Bang Bang By Ian Fleming
Writing Outcomes	Diary and instructions	Poem Story writing	Persuasive writing	Descriptive writing (personification) Travel Brochure	Myths Play script	News Report Poems
	Objectives	Objectives	Objectives	Objectives	Objectives	Objectives
Writing  G & P  Lang & vocab  Text structure and features  Transcription / spelling  Plan, draft, edit and evaluate  Revision	<p>Using conjunctions, adverbs and prepositions to express time and cause</p> <p>Use drama and role-play to identify with and explore characters (YR2 L&amp;V)</p> <p>Choose nouns/pronouns accurately for clarity and cohesion</p> <p>Know the difference between Standard/non-Standard English</p> <p>Begin to interweave character, setting, plot and dialogue</p> <p>Understand the following terminology: determiner, pronoun, possessive pronoun, adverbials</p> <p>Retell stories orally</p> <p>Recognise themes eg good over evil, use of magical devices</p> <p>Be exposed to books that are structured in different ways</p> <p>Begin to build cohesion within a paragraph, choosing appropriate pronouns and nouns to avoid repetition</p> <p>Write for a range of purpose (Diary writing and instruction writing)</p>	<p>Choose nouns/pronouns accurately for clarity and cohesion</p> <p>Use fronted adverbials (adverbs, phrases and subordinate clauses)</p> <p>Use commas after fronted adverbials</p> <p>Use apostrophe</p> <p>Begin to Punctuate direct speech using inverted commas and other punctuation (for example, a comma after the reporting clause)</p> <p>Broaden range of figurative language to include metaphors, personification and repetition</p> <p>Begin to interweave character, setting, plot and dialogue</p> <p>Understand the following terminology: determiner, pronoun, possessive pronoun, adverbials</p> <p>Retell stories orally</p> <p>Identify how language, structure, vocabulary, grammar and presentation contribute to meaning</p> <p>Build cohesion within a paragraph, choosing appropriate pronouns and nouns to avoid repetition</p> <p>Write for a range of purposes</p> <p>Build cohesion within a paragraph,</p>	<p>Choose nouns/pronouns accurately for clarity and cohesion</p> <p>Use apostrophe for plural possession</p> <p>Write from memory simple sentences dictated by the teacher</p> <p>Broaden range of figurative language to include metaphors, personification and repetition (persuasive writing includes repetition)</p> <p>Build on KS1 wide range of stories, poetry, plays, myths, legends, non-fiction and reference books</p> <p>Retell stories orally</p> <p>Identify how language, structure, vocabulary, grammar and presentation contribute to meaning</p> <p>Build cohesion within a paragraph, choosing appropriate pronouns and nouns to avoid repetition</p> <p>Write for a range of purposes</p> <p>Locate information using contents, index and glossaries</p>	<p>Using conjunctions, adverbs and prepositions to express time and cause</p> <p>Choose nouns/pronouns accurately for clarity and cohesion</p> <p>Use apostrophe for plural Possession</p> <p>Punctuate direct speech using inverted commas and other punctuation (for example, a comma after the reporting clause)</p> <p>Know the difference between Standard/non-Standard English</p> <p>Write from memory simple sentences dictated by the teacher</p> <p>Broaden range of figurative language to include metaphors, personification and repetition</p> <p>Begin to interweave character, setting, plot and dialogue</p> <p>Understand the following terminology: determiner, pronoun, possessive pronoun, adverbials</p> <p>Build on KS1 wide range of stories, poetry, plays, myths, legends, non-fiction and reference books</p> <p>Retell stories orally</p> <p>Recognise themes eg good over evil, use of magical devices</p> <p>Identify how language, structure, vocabulary, grammar and presentation contribute to meaning</p> <p>Build on KS1 wide range of stories, poetry, plays, myths, legends, non-fiction and reference books</p>	<p>Choose nouns/pronouns accurately for clarity and cohesion</p> <p>Use fronted adverbials (adverbs, phrases and subordinate clauses (Revisit))</p> <p>Use commas after fronted adverbial</p> <p>Punctuate direct speech using inverted commas and other punctuation (for example, a comma after the reporting clause)</p> <p>Begin to interweave character, setting, plot and dialogue</p> <p>Understand the following terminology: determiner, pronoun, possessive pronoun, adverbials</p> <p>Build on KS1 wide range of stories, poetry, plays, myths, legends, non-fiction and reference books</p> <p>Retell stories orally</p> <p>Recognise themes eg good over evil, use of magical devices</p> <p>Identify how language, structure, vocabulary, grammar and presentation contribute to meaning</p> <p>Build on KS1 wide range of stories, poetry, plays, myths, legends, non-fiction and reference books</p> <p>Retell stories orally</p> <p>Build cohesion within a paragraph, choosing appropriate pronouns and nouns to avoid repetition</p> <p>Write for a range of purposes</p> <p>Link ideas across paragraphs</p>	<p>Choose nouns/pronouns accurately for clarity and cohesion</p> <p>Use fronted adverbials ((adverbs, phrases and subordinate clauses))</p> <p>Use commas after fronted adverbials</p> <p>Punctuate direct speech using inverted commas and other punctuation (for example, a comma after the reporting clause)</p> <p>Know the difference between Standard/non-Standard English</p> <p>Understand the following terminology: determiner, pronoun, possessive pronoun, adverbial</p> <p>Build on KS1 wide range of stories, poetry, plays, myths, legends, non-fiction and reference books</p> <p>Retell stories orally</p> <p>Build cohesion within a paragraph, choosing appropriate pronouns and nouns to avoid repetition</p> <p>Write for a range of purposes</p> <p>Link ideas across paragraphs</p>

	<p>Use simple organisational devices eg headings, sub-headings</p> <p>Locate information using contents, index and glossaries</p> <p>Use a wider range of prefixes (e.g. -un, -dis, -mis, -in) and suffixes (e.g. -ation, -ly)</p> <p>Use a wider range of prefixes (e.g. -un, -dis, -mis, -in) and suffixes (e.g. -ation, -ly)</p> <p>Spell wide range of homophones</p> <p>Spell words that are often misspelt</p> <p>Write from memory simple sentences dictated by the teacher</p> <p>Discuss and record ideas Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure</p> <p>Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is</p>	<p>choosing appropriate pronouns and nouns to avoid repetition</p> <p>Write for a range of purposes</p> <p>Link ideas across paragraphs using adverbials of time, place and number or by varying tense</p> <p>Use a range of suffixes to change an adjective to an adverb and add</p> <p>suffixes beginning with a vowel letter to words of more than one syllable</p> <p>Spell words that are often misspelt</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences dictated by the teacher</p> <p>Draw on examples of writing (structure, vocabulary and grammar) when planning their own work</p> <p>Discuss and record ideas Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure</p> <p>Organise paragraphs around a theme: Use paragraphs/sections help to organise content. Assess own and others' writing, suggesting improvements</p>	<p>Use a range of prefixes and be able to form nouns using some of them e.g. super-, auto</p> <p>Use a range of suffixes to change an adjective to an adverb and add suffixes beginning with a vowel letter to words of more than one syllable</p> <p>Spell wide range of homophones</p> <p>Use possessive apostrophe for plurals and understand the difference between plural and possessive -s (Discreet SPAG lesson)</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Draw on examples of writing (structure, vocabulary and grammar) when planning their own work</p> <p>Discuss and record ideas</p> <p>Organise paragraphs around a theme: Use paragraphs/sections help to organise content. Assess own and others' writing, suggesting improvements</p> <p>Suggest changes to grammar and vocabulary Proof-read work for spelling and punctuation errors</p> <p>Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Retell stories orally</p> <p>Be exposed to books that are structured in different ways</p> <p>Identify how language, structure, vocabulary, grammar and presentation contribute to meaning</p> <p>Write for a range of purposes Link ideas across paragraphs using adverbials of time, place and number or by varying tense</p> <p>Locate information using contents, index and glossaries</p> <p>Use simple organisational devices eg headings, sub-headings</p> <p>Spell words that are often misspelt</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Draw on examples of writing (structure, vocabulary and grammar) when planning their own work</p> <p>Discuss and record ideas Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure</p> <p>Organise paragraphs around a theme: Use paragraphs/sections help to organise content. 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		<p>Suggest changes to grammar and vocabulary</p> <p>00Proof-read work for spelling and punctuation errors</p> <p>Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>		<p>Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>
Spelling	<p>Aw/augh/au, sion, Adding the prefix in, im, il, ir</p> <p>Homophones and near homophones.</p>	<p>Sion, ssion, tion, cian, Ough,</p> <p>Statutory spelling challenge words</p>	<p>Homophones and near homophones.</p> <p>Suffix ation, Prefix sub, super</p> <p>Plural possessive apostrophes With plural words</p>	<p>S=sc, c=ce, c=ci, Word families</p> <p>Statutory spelling challenge</p>	<p>Prefix inter, anti, auto, ex, non</p> <p>Words ending in ar, er</p>	<p>Suffix ous ous</p> <p>Adverbialsof frequency and possibility</p> <p>Adverbials of manner</p>
SPAG	<p>Singular and Plural Nouns</p> <p>Pronouns</p> <p>Standard English</p> <p>Compound Words</p> <p>Adverbs to Express time and cause</p>	<p>Possessive Pronouns</p> <p>Fronted Adverbials</p> <p>Prepositions to Express time and Cause</p> <p>Plural and Possessive Commas</p>	<p>Adjectives</p> <p>Homophones</p> <p>Commas after Fronted Adverbials</p> <p>Expanded Noun Phrases</p> <p>Editing and Evaluating</p>	<p>Determiners</p> <p>Word Families</p> <p>Prepositional Phrases</p> <p>Verb Tenses – Present</p> <p>Inverted Commas</p>	<p>Verb Inflections</p> <p>Conjunctions to Express time and cause</p> <p>Suffixes</p> <p>Possessive Apostrophes</p> <p>Paragraphs</p>	<p>Verb Tenses – Past</p> <p>Prefixes</p> <p>Plural Possessives Apostrophes</p> <p>Subordinate Clauses</p> <p>Organisational Devices</p>
Word Reading						
Reading Comprehension	<p>Confidently retell some stories orally</p> <p>Read books that are structured in different ways for a range of purposes</p> <p>Discuss words and phrases that capture the reader’s interest</p> <p>Infer characters’ feelings, thoughts and motives and justify using evidence</p> <p>Make reasoned predictions of what might happen clearly derived from details both stated and implied</p> <p>To begin to Perform poems/playscripts for audience (using appropriate intonation, tone, volume and</p>	<p>Listen to a wide range of challenging stories, poems, plays, nonfiction and reference books, myths, legends and fairy stories</p> <p>Confidently retell some stories Orally</p> <p>Use dictionaries to check meanings</p> <p>Identify themes and conventions and summarise these accurately and concisely</p> <p>Perform poems/play scripts for audience (using appropriate intonate</p> <p>Recognise and name different forms of poetry (More features)</p> <p>Discuss words and phrases that</p>	<p>Listen to a wide range of challenging stories, poems, plays, nonfiction and reference books, myths, legends and fairy stories</p> <p>Confidently retell some stories orally</p> <p>Read books that are structured in different ways for a range of purposes</p> <p>Use dictionaries to check meanings</p> <p>Identify themes and conventions and summarise these accurately and concise</p> <p>Discuss words and phrases that capture the reader’s interest</p> <p>Identify how language, structure and presentation</p>	<p>Listen to a wide range of challenging stories, poems, plays, nonfiction and reference books, myths, legends and fairy stories</p> <p>Confidently retell some stories orally</p> <p>Identify themes and conventions and summarise these accurately and concisely</p> <p>Discuss words and phrases that capture the reader’s interest</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Ask relevant questions to improve understanding of text</p> <p>Infer characters’ feelings, thoughts and motives and justify using evidence</p>	<p>Listen to a wide range of challenging stories, poems, plays, nonfiction and reference books, myths, legends and fairy stories</p> <p>Confidently retell some stories orally</p> <p>Read books that are structured in different ways for a range of purposes</p> <p>Identify themes and conventions and summarise these accurately and concisely</p> <p>Perform poems/playscripts for audience (using appropriate intonation, tone, volume and action)</p> <p>Discuss words and phrases that</p>	<p>Makes reasoned predictions of what might happen clearly derived from details both stated and implied.</p> <p>Listen to a wide range of challenging stories, poems, plays, nonfiction and reference books, myths, legends and fairy stories</p> <p>Confidently retell some stories orally</p> <p>Read books that are structured in different ways for a range of purposes</p> <p>Perform poems/playscripts for audience (using appropriate intonation, tone, volume and action)</p> <p>Recognise and name different forms of poetry</p>

	action)	capture the reader's interest  Infer characters' feelings, thoughts and motives and justify using evidence	contribute to meaning  Ask relevant questions to improve understanding of text Infer characters' feelings, thoughts and motives and justify using evidence  Makes reasoned predictions of what might happen clearly derived from details both stated and implied.  Identify main ideas across paragraphs and summarise these Independently retrieve and record in	Makes reasoned predictions of what might happen clearly derived from details both stated and implied. Identify main ideas across paragraphs and summarise these  Independently retrieve and record information from nonfiction	capture the reader's interest  Ask relevant questions to improve understanding of text  Infer characters' feelings, thoughts and motives and justify using evidence	Discuss words and phrases that capture the reader's interest Identify how language, structure and presentation contribute to meaning  Ask relevant questions to improve understanding of text Infer characters' feelings, thoughts and motives and justify using evidence Makes reasoned predictions of what might happen clearly derived from details both stated and implied.  Identify main ideas across paragraphs and summarise these Independently retrieve and record information from nonfiction
Readers Workshop	Metacognition Prior Knowledge/ making connections	Visualising Asking questions	Making inferences	Making Inference	Determining Importance	Synthesis
Maths  White Rose	Place Value Addition and Subtraction	Measurement Area Multiplication and Division A	Multiplication and Division B Length and Perimeter	Fractions Decimals A	Decimals B Money Time	Shape Statistics Position and Direction
Science Topics	Group and classify Living things Data Collection A	States of Matter	Habitat Food chain deforestation	Data Collection B Digestive System	Data Collection C Sound	Electricity Energy
Science Objectives Make Observations Perform Tests Ask Questions Gather Data Analyse Data Use Equipment	Generate and answer scientific questions using evidence  Select most appropriate type of scientific enquiry  Gather, record, classify and present data in a wide variety of ways eg drawings, labelled diagrams, charts  Report on findings orally and in writing using scientific language to answer questions  Explain similarities, differences, changes related to scientific processes and ideas	Make systematic observations  Generate and answer scientific questions using evidence  Select most appropriate type of scientific enquiry  Gather, record, classify and present data in a wide variety of ways eg drawings, labelled diagrams, charts  Report on findings orally and in writing using scientific language to answer questions  Suggest, set up and carry out simple practical enquiries	Make systematic observations  Generate and answer scientific questions using evidence  Gather, record, classify and present data in a wide variety of ways eg drawings, labelled diagrams, charts  Report on findings orally and in writing using scientific language to answer questions  Suggest, set up and carry out simple practical enquiries  Understand comparative and fair tests	Make systematic observations  Generate and answer scientific questions using evidence  Gather, record, classify and present data in a wide variety of ways eg drawings, labelled diagrams, charts  Report on findings orally and in writing using scientific language to answer questions  Suggest, set up and carry out simple practical enquiries  Use results to draw simple conclusions, make predictions, suggest improvements and raise	Make systematic observations  Generate and answer scientific questions using evidence  Gather, record, classify and present data in a wide variety of ways eg drawings, labelled diagrams, charts  Report on findings orally and in writing using scientific language to answer questions  Suggest, set up and carry out simple practical enquiries  Use results to draw simple conclusions, make predictions, suggest improvements and raise	Make systematic observations  Generate and answer scientific questions using evidence  Gather, record, classify and present data in a wide variety of ways eg drawings, labelled diagrams, charts  Report on findings orally and in writing using scientific language to answer questions  Suggest, set up and carry out simple practical enquiries  Understand comparative and fair tests

		<p>Understand comparative and fair tests</p> <p>Confidently use range of equipment to measure accurately eg dataloggers, thermometers</p> <p>Use results to draw simple conclusions, make predictions, suggest improvements and raise further questions</p>	<p>Confidently use range of equipment to measure accurately eg dataloggers, thermometers</p> <p>Use results to draw simple conclusions, make predictions, suggest improvements and raise further questions</p>	further questions	further questions	<p>Confidently use range of equipment to measure accurately eg dataloggers, thermometers</p> <p>Use results to draw simple conclusions, make predictions, suggest improvements and raise further questions</p>
RE	<p>Creation/Fall:</p> <p>Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.</p> <p>Make clear links between Genesis 1 and what Christians believe about God and Creation.</p> <p>Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.)</p> <p>Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians</p>	<p>Incarnation:</p> <p>Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.</p> <p>Offer suggestions about what texts about baptism and Trinity might mean. Give examples of what these texts mean to some Christians today.</p> <p>Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</p> <p>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like</p>	<p>Gospel:</p> <p>Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</p> <p>Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.</p> <p>Make simple links between Bible texts and the concept of 'Gospel' (good news). Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.</p> <p>Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.</p>	<p>Salvation:</p> <p>Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.</p> <p>Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. Give examples of what the texts studied mean to some Christians.</p> <p>Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</p> <p>Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</p> <p>Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly</p>	<p>Hindu Faith:</p> <p>Describe Hindu beliefs about God Find out more about how Hindus worship god. Look for similarities and differences between the life of a Hindu child and the life of a child from another religion or a non religious child.</p> <p>Describe two of the four aims in Hindu life; Dharma and Moksha.</p> <p>Describe the Hindu belief in Karma.</p> <p>Describe how vibrant British Hindu life is Describe examples of where the life of a Hindu can be seen in Britain</p>	<p>Life Is a Journey:</p> <p>Describe how life is seen as a journey by some people Find out more about the use of journey as a metaphor for life.</p> <p>Describe two different Christian celebrations of belonging/initiation. Consider questions about the importance and significance to Christians of different forms of baptism</p> <p>Describe what happen at a Jewish Bar or Bat Mitzvah ceremony. Find out more about why these ceremonies are significant to Jewish people.</p> <p>Describe Hindu beliefs about the journey of life and death using key terms such as dharma, karma and moksha. Describe the significance of the Hindu sacred thread ceremony Look for similarities and differences between the sacred ceremony and other ceremonies of commitment in Judaism or Christianity.</p> <p>Describe a wedding ceremony for two different religions Consider questions such as why people make promises and vows when they marry Look for similarities and differences between wedding ceremonies for two different communities.</p>

PSHE 10/10		<p>Be able to explain that we don't have to be the same and we have different appearances and personalities.</p> <p>Know how to respect our bodies and taking risks.</p> <p>To identify what/how they are feeling.</p> <p>To understand how media can influence decisions and false advertising.</p> <p>Identify behaviour that is wrong, unacceptable, unhealthy or risky. To know that particular feelings and pressures may make us want to act inappropriately, and so they will learn how to build resilience in various ways, including choosing to be thankful.</p>		<p>To know what is puberty and the changes that will happen.</p> <p>To explore the nature of human conception and birth. To learn how life is created in the womb.</p> <p>To discuss death and life after it. To be able to reflect compassionately on the complexities of grief and consider ways to support themselves and others.</p> <p>To identify more complex relationships in their lives, including family, friends and other people. Children will also discuss what it means to be a good friend and learn some strategies to use when relationships become difficult.</p>		<p>Children will learn how to recognise bullying and abuse (including physical bullying and emotional bullying online). Children will take part in discussions and roleplay activities to consider how bullying affects people, and what strategies can be employed to resist pressure and practise resilience.</p> <p>To introduce the digital world as one that children need to take steps to stay safe in. To know how quickly things can be shared around the world online, including photos, passwords and other personal information.</p> <p>To learn what physical contact is appropriate and inappropriate. To learn the term 'abuse' and discuss different kinds of abuse.</p> <p>To learn key information and facts about drugs, alcohol and tobacco. Pupils will consider a range of scenarios in order to learn about making the right choices when it comes to substances.</p> <p>Pupils will learn how First Aid, quick reactions and staying calm during an emergency can make the difference between life and death.</p>
History		<p>Compare different eras considering similarities and difference</p> <p>Order key dates on a timeline to demonstrate chronology of British and world history</p> <p>Examine in depth an aspect of</p>			<p>Compare different eras considering similarities and difference</p> <p>Order key dates on a timeline to demonstrate chronology of British and world history</p> <p>Begin to understand how knowledge of the past is</p>	<p>Compare different eras considering similarities and difference</p> <p>Order key dates on a timeline to demonstrate chronology of British and world history</p> <p>Examine in depth an aspect of</p>

		<p>local history from a period beyond 1066</p> <p>Begin to understand how knowledge of the past is constructed from a range of sources</p> <p>Develop understanding of how and why the past is represented in different ways</p> <p>Understand what types of question are historically valid and identify how to find the answer</p> <p>Develop a range of historical vocabulary eg artefact, chronology, invade, settle</p>			<p>constructed from a range of sources</p> <p>Develop understanding of how and why the past is represented in different ways</p> <p>Select key information from a range of sources to answer a historical question</p> <p>Understand what types of question are historically valid and identify how to find the answer</p> <p>Develop a range of historical vocabulary eg artefact, chronology, invade, settle</p>	<p>local history from a period beyond 1066</p> <p>Begin to understand how knowledge of the past is constructed from a range of sources</p> <p>Develop understanding of how and why the past is represented in different ways</p> <p>Select key information from a range of sources to answer a historical question</p> <p>Understand what types of question are historically valid and identify how to find the answer</p> <p>Develop a range of historical vocabulary eg artefact, chronology, invade, settle</p>
<b>Geography</b>	<p>Locate more countries of Europe and N/S America using maps and identify</p> <p>environmental regions, key physical/human features, cities</p> <p>Explore how some aspects of physical and human characteristics have changed over time</p> <p>Describe and understand aspects of physical geography (climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle)</p> <p>Securely use world maps, atlases and globes and use digital mapping</p> <p>Begin to observe, record and</p>	<p>Locate more countries of Europe and N/S America using maps and identify</p>	<p>Name and locate countries and cities of the UK, describing geographical regions and topographical features</p> <p>Explore how some aspects of physical and human characteristics have changed over time</p> <p>Describe and understand aspects of physical geography (climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle)</p> <p>Describe and understand aspects of human geography (settlement/ land use, economic activity and distribution of natural resources)</p> <p>Securely use world maps, atlases and globes and use digital mapping</p> <p>Begin to observe, record and</p>	<p>Name and locate countries and cities of the UK, describing geographical regions and topographical features</p> <p>Explore how some aspects of physical and human characteristics have changed over time</p> <p>Describe and understand aspects of human geography (settlement/ land use, economic activity and distribution of natural resources)</p> <p>Securely use world maps, atlases and globes and use digital mapping</p> <p>Begin to observe, record and present human/physical features of local area using maps, sketches, plans, graphs, digital technology</p>		

	present human/physical features of local area using maps, sketches, plans, graphs, digital technology		present human/physical features of local area using maps, sketches, plans, graphs, digital technology			
Computing  4B 4vc	<p>Start to use reasoning to understand how algorithms work (revision) (probots)</p> <p>Detect errors in algorithms and Programs (revision) (probots)</p> <p>Communicate, generate and develop ideas using a range of strategies eg prototypes, pattern pieces (scratch and word documents)</p> <p>Use research to inform design and develop design criteria (probots)</p> <p>Take risks to become innovative and resourceful (probots)</p> <p>Select and use a variety of software on digital devices (probots)</p>	Select and use a variety of software on digital devices	<p>Select and use a variety of software on digital devices</p> <p>Understand computer networks including the internet and how they provide multiple services such as the World Wide Web (maps)</p> <p>Use search technologies effectively and appreciate how results are selected and ranked (maps)</p>	Select and use a variety of software on digital devices	<p>Select and use a variety of software on digital devices</p> <p>Use search technologies effectively and appreciate how results are selected and ranked</p> <p>begin to ask and answer questions based on the reliability of digital content</p> <p>Recognise acceptable/unacceptable behaviour and identify ways to report concerns about content and contact</p>	<p>Select and use a variety of software on digital devices</p> <p>Use search technologies effectively and appreciate how results are selected and ranked</p> <p>Evaluate the reliability of digital content</p> <p>Begin to ask and answer questions based on the reliability of digital content</p>
Art	In digital media, use a range of tools to create images, video and sound recordings	In digital media, use a range of tools to create images, video and sound recordings	<p>In digital media, use a range of tools to create images, video and sound recordings (Ted Talks)</p> <p>Apply art and design techniques with creativity, experimentation and increasing awareness</p>	<p>Create sketchbooks to record and revisit observations</p> <p>In drawing, use a range of pencils &amp; techniques to show effect, movement, perspective and reflection</p> <p>In painting, use watercolours to produce washes for backgrounds</p> <p>In collage, use mosaic and montage</p> <p>In textiles, use basic cross and back stitch</p> <p>In print, use layers of two or more colours</p> <p>Draw on work of other artists for</p>	<p>Draw on work of other artists for inspiration and begin to emulate their style</p> <p>Know about great artists, architects and designers and how their art/design reflected and shaped our history and contributed to the culture of our nation</p>	



				<p>inspiration and begin to emulate their style</p> <p>Use range of artistic vocabulary to discuss and evaluate work eg reflection, contemporary, convey</p> <p>Apply art and design techniques with creativity, experimentation and increasing awareness</p>		
DT	Use computing to program, monitor and control products	Use computing to program, monitor and control products	<p>Communicate, generate and develop ideas using a range of strategies eg prototypes, pattern pieces</p> <p>Use research to inform design and develop design criteria</p> <p>Take risks to become innovative and resourceful</p> <p>Evaluate own and others' work suggesting improvements and consider the views of others to improve their work</p> <p>Evaluate own and others' work suggesting improvements and consider the views of others to improve their work</p> <p>Apply understanding of how to strengthen, stiffen in order to reinforce more complex structures</p> <p>Know where and how a variety of ingredients is grown, reared, caught and processed</p>	<p>Take risks to become innovative and resourceful</p> <p>Identify wider range of mechanical systems and how they work (gears, pulleys, cams, levers and linkages)</p> <p>Select from and use a wider range of tools, equipment, materials and components accurately to make prototypes</p>	<p>Select from and use a wider range of tools, equipment, materials and components accurately to make prototypes (link to Science)</p> <p>Know where and how a variety of ingredients is grown, reared, caught and processed</p>	<p>Use understanding of electrical systems (series circuits, switches, bulbs and motors)</p> <p>Select from and use a wider range of tools, equipment, materials and components accurately to make prototypes</p>