

SEASIDE CURRICULUM



SPIRITUALITY
ENVIRONMENT
ARTS
SPORT & WELLBEING
INSPIRATIONAL PEOPLE AND PLACES
DIVERSITY
ENTERPRISE AND TECHNOLOGY

GRACE INTEGRITY ASPIRATION



YEAR 4 CURRICULUM MAP



REFLECTIVE THINKING
EFFECTIVE COMMUNICATION
RESILIENCE
PROBLEM SOLVING
INDEPENDENCE
COLLABORATION
DECISION MAKING
CREATIVITY


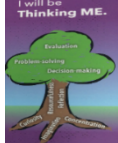
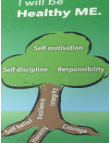
POWERFUL LEARNING ATTRIBUTES



	AUTUMN			SPRING		SUMMER		
		Firework Maker's Daughter BOOK STUDY Firework Maker's Daughter by Phillip Pullman	What's the Matter?	Out of this World BOOK STUDY The Jamie Drake Equation by Christopher Edge	Invaders and Settlers	Rio to Rainforest	BOOK STUDY The Song of the Dolphin Boy By Elizabeth Laird	Unique Me
Core Value	Aspiration	Integrity	Grace	Aspiration	Integrity	Grace	Aspiration	Grace
Powerful Learning Attributes	Effective Communication Resilience	Resilience Collaboration	Independence Decision Making	Reflection Creativity	Collaboration Problem solving	Effective Communication Problem Solving	Independence Decision making	Reflection Problem solving
Seaside Curriculum	SPIRITUALITY	INSPIRATIONAL PEOPLE AND PLACES	ENVIRONMENT	ARTS INSPIRATIONAL PEOPLE AND PLACES Neil Armstrong, Tim Peake	ENTERPRISE AND TECHNOLOGY Cooking the Viking Soup	DIVERSITY	ENVIRONMENT	SPORT AND WELLBEING
Global Neighbours				Climate Change and Climate Justice What advice would an alien give to the human race to create equal access to the world's resources?	Poverty and Inequality Why did people migrate in history? Why do people migrate today? Diversity and Inclusion How does migration improve society today?	Climate Change and Climate Justice What happens when the rainforest is cut down? Who suffers the most?	Plastic Pollution Pledge Social Action and Litter Pick	
Brilliant Beginning		Chalk firework art	Data logger exploration	Planet marbling and 4D Space cards	Code cracking	Designing and making rainforest animals	Beach School	Sports week opening
Fantastic Finale		Electricity game	Save the snowman experiment and Christmas treat decoration	Space showcase	Viking experience	Carnival	Seashore showcase	Sports week closing
Visitors and visits		Panto		Space Dome Mr Baker-Ladd space engineer talk	Viking play in a day	Capoeira workshop Zookeeper visit	Beach School	
Key texts		Firework Makers Daughter By Phillip Pullman	The Snowman By Micheal Morpurgo	The Jamie Drake Equation By Christopher Edge	Beowulf By Kevin Crossley-Holland	Vanishing Rainforest By Richard Platt The Great Kapok Tree By Lynne Cherry	Song of the Dolphin Boy By Elizabeth Laird	
English	Word reading Identify themes and key features of genres. Listen to and discuss a wide range of poetry, fiction, plays and non-fiction Retell some stories orally Rehearse and recite poetry by heart (recognise different forms e.g. riddle, free verse, narrative etc) Perform plays with expression, volume and actions With prompting, start to self-correct when reading aloud. Read the National Curriculum's year 3 and 4 spelling list and words containing taught prefixes and suffixes. Using an appropriate method, track sentences when reading during whole class reading lessons. When reading aloud , recognise how the forms of punctuation affect fluency and expression during 1:1, guided and whole class reading sessions. When reading, use expression to show understanding of basic punctuation (? ! ,)				Comprehension: Make links between books they have read through identifying similarities in genre Recognise the features of common genres as well as justifying their own genre preference. Make simple predictions based on evidence within the text. With support, use an efficient re-reading strategy when inferring or summarising a text: - read before or after a specific passage - skim read - locate and identify key words/phrases that make strong links with their wider knowledge of a book With support, use re-reading strategies to clarify the meaning of an unfamiliar word or phrase: - read before and after - (if possible) identify a root word - identify a prefix or suffix - consider the tense - consider the word class - re-read an entire passage to consider the context a word or phrase has been used in.			

								<ul style="list-style-type: none"> - identify near synonyms or antonyms <p>Find and copy specific words or phrases by re-reading</p> <p>Participate in a constructive debate by gathering evidence from a text to support and justify their argument whether they personally agree or not.</p> <p>Evaluate a text by considering:</p> <ul style="list-style-type: none"> - key themes/morals/concepts - main characters (i.e. explaining their personal affection or loathing of a character) - author's writing style - genre - similarities and differences to their life
English	<p>Composition</p> <p>Writing is appropriate to the purpose</p> <p>Consistently selects appropriate grammar and vocabulary</p> <p>Create settings, characters and plots</p> <p>Uses simple organisational devices</p> <p>Proof reads for spelling and punctuation errors</p> <p>Re-reads writing with controlled tone and volume to make the meaning clear</p>			<p>Sentence structure</p> <p>Revise and embed subordinate/main clause structure</p> <p>Extend sentences with clause and phrases</p> <p>Use a range of fronted clauses and phrases (fronted adverbials)</p>		<p>Grammar/Vocabulary</p> <p>Clauses (contain subject and verb)</p> <p>Phrases (do not contain verbs)</p> <p>Fronted clause</p> <p>Fronted phrase</p> <p>Determiners</p> <p>Expanded noun phrases</p> <p>Pronouns and possessive pronouns</p> <p>Perfect tense used accurately (has eaten, had lived)</p>		<p>Punctuation</p> <p>Correct use of all speech punctuation including inverted commas, commas and full stops</p> <p>Commas after fronted clauses and phrases</p> <p>Apostrophes to mark plural possession</p>
	Re-writing a story	Informal letters Description Recount Narrative	Snowman stories Instructions Science explanations	Non-chronological reports Persuasive formal letters Science fiction stories	Non-chronological reports Viking sagas Diaries Poetry	Re-writing a story Traditional stories from other cultures Persuasive writing Poetry	Narrative description Poetry Persuasive writing	
	<p>Spelling</p> <p>Revise and embed spelling of verbs with inflected endings (ed and ing), irregular verb spellings (catch/caught), prefixes (mis, un, in, dis, auto, inter, il, ir), sure, ou, suffix ly, eigh, ei, ey, ous, sc, sion, que, gue, ion</p> <p>Year 4 common exception words - accident(ally), actual(ly), believe, caught, centre, century, certain, circle, eight, eighth, enough, experience, favourite, grammar, guard, guide, history, height, imagine, knowledge, length, library, material, medicine, minute, naughty, occasion(ally), opposite ordinary, particular, peculiar, possess, possession, possible, pressure, probably, purpose, recent, reign, separate, special, straight, strength, suppose, therefore, though/although, various, weight</p> <p>Handwriting</p> <ul style="list-style-type: none"> • Use a joined handwriting throughout their independent writing • Use the diagonal strokes that are needed to join letters and understand which letters when adjacent to each one another, are best left unjoined • 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 ascenders and descenders do not touch). 							
	<p>Throughout the whole year there will be a multiplication focus. At the end of year 4, children will take the the Multiplication Tables Check (MTC). The purpose of the MTC is to make sure the times tables knowledge is at the expected level. The MTC is an online test where the pupils are asked 25 questions on times tables 2 to 12. For every question they will have 6 seconds to answer and in between the questions there is a 3 second rest. Questions about the 6, 7, 8, 9, and 12 times table come up more often.</p>							
Maths	Number : Place Value - <i>Numbers up to 10,000, rounding to the nearest 10, 100 and 1000, negative numbers</i>		Number: Multiplication and Division - <i>11 and 12 times tables, multiply 3 numbers, factor pairs, written methods, multiply and divide 2 and 3 digit numbers by 1 digit</i>		Decimals: <i>Making a whole, writing decimals, comparing, ordering, rounding, halves and quarters</i>			
	Number: Addition and Subtraction - <i>Adding and subtracting two 4-digit numbers with more than one exchange</i>		Measurement: Area - <i>Counting squares, making shapes, comparing area</i>		Measurement: Money – <i>Pounds, pence, ordering, rounding to estimate money, four operations with money</i>			
	Measurement: Length and Perimeter - <i>Kilometres, Perimeter on a grid and of rectangle/rectilinear shapes</i>		Fractions: <i>Equivalent fractions, fractions greater than 1, count in fractions, add and subtract 2 or more fractions, subtract from whole amounts, calculate fractions of a quantity</i>		Time: <i>Hours, minutes and seconds, years, months, weeks and days, analogue to digital 12 hour and 24 hour</i>			
	Number: Multiplication and Division - <i>Multiply and divide by 0,1,10 and 100. 6, 9 and 7 times tables.</i>		Decimal: <i>Tenths and hundredths as decimals, on a place value grid and a number line, divide 1 or 2 digit numbers by 10 and 100.</i>		Statistics: <i>Interpret charts, comparisons, sum and difference, line graphs</i>			
	Geometry: <i>Identifying, comparing and ordering angles, triangles, quadrilaterals, lines of symmetry, describing position of shapes, drawing and moving shapes on a grid, describing movement on a grid</i>							
RE	<p>Enquiry question: How important is it for Jewish people to do what God asks them to do?</p> <p>Knowledge:</p> <p>Not working is showing respect to God because all the time is spent with the family or at the synagogue focusing on God and remembering their religion.</p>	<p>Enquiry question: Why do Christians think of Jesus as the light of the world?</p> <p>Knowledge:</p> <p>Christians believe God is Trinity: Father, Son and Holy Spirit.</p> <p>Christians believe the Father creates: he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</p>	<p>Enquiry question: How special is the relationship that Jewish people have with God?</p> <p>Knowledge:</p> <p>Jews believe that there is one God who not only created the world, but with whom every Jew can have a personal and individual relationship.</p>	<p>Enquiry question: Why do Christians still remember the events of the Easter week?</p> <p>Knowledge:</p> <p>Christians today trust that Jesus really did rise from the dead, and so is still alive today.</p> <p>Christians remember and celebrate Jesus' last week, death and resurrection.</p>	<p>Enquiry question: When Jesus left, what was the impact of Pentecost?</p> <p>Knowledge:</p> <p>Christians believe that Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him.</p> <p>Christians believe that Jesus'</p>	<p>Enquiry question: How important is the prophet Muhammed for Muslims?</p> <p>Knowledge:</p> <p>Muslims believe there is one God called Allah.</p> <p>Muslims believe that Allah will reward them if they follow the example of Muhammed.</p>		

<p>Keeping Kashrut helps Jews show God they value their special relationship with him.</p> <p>God asks Jews to keep to certain rules on what they eat/don't eat. Keeping these rules is their choice and if they choose to do this it is because they respect God and want to do as he asks. Passover is important because it celebrates Jews' ancestors leaving slavery in Egypt led by Moses.</p> <p>The food on the Seder plate symbolises the escape; salt water represents the tears of slavery, gratitude for freedom.</p> <p>Skills: Discuss why instructions should be followed to not eat certain foods. Think about who people would listen to and why. Describe some of the things Jews do to show respect to God. Start to identify how it would feel to keep Kashrut. Understand how celebrating Passover and keeping Kashrut (food laws) helps Jews show God they value their relationship with him.</p> <p><i>Inspirational people to explore: Moses</i></p>	<p>Jesus, the Son of God, is seen by Christians as revealing what God the Father is like.</p> <p>Understanding God is challenging: people spend their whole lives learning more and more about God. Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</p> <p>Skills: Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels (referencing light). Offer suggestions for what texts about God might mean in relation to being the light of the world. Give examples of what the texts studied mean to some Christians. Describe how Christians show their beliefs about God the Trinity in the way they live. Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly.</p>	<p>Jews thank God by trying to keep the Ten Commandments, by going to the synagogue and by not eating pork. God made a special promise that he would look after Abraham and all his descendants and confirmed this by giving him and his wife a son. God made that promise then and Jewish people believe that he has always kept his promise to look after them.</p> <p>Moses was given the Ten Commandments and God asked the Jewish people to live by these as their promise to him.</p> <p>Jews believe important people in history like Abraham and Moses taught them that God wants to look after the Jewish people as they are special to him.</p> <p>When Jews go in their houses, they touch the Mezuzah* to remember their special God.</p> <p>*contains a special scroll with Hebrew writing and is called the Shema. The Shema is an affirmation of Judaism and a declaration of faith in one God. It says that Jewish people should love God and keep his rules.</p> <p>Skills: Understand the special relationship between Jews and God and the promises they make to each other.. Give examples of agreement and contracts and explain how it would feel if one was broken. Say and affirmation/promise you would like to make. Start to explain what makes Jewish people believe they have a special relationship with God. Tell some of the ways Jewish people express their special relationship with God and start to understand how that might feel.</p> <p><i>Inspirational people to explore: Abraham</i></p>	<p>Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</p> <p>The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to do.</p> <p>Skills: Offer suggestions about what the narrative of the last supper, Judas' betrayal and Peter's denial might mean. Give examples of what the texts studied mean to some Christians. Make clear links between gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion. Describe how Christians show their beliefs about Jesus in their everyday lives, for example, prayer, serving, sharing the message and the example of Jesus. Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs, might make a difference to how people think and live.</p>	<p>whole life was a demonstration of his belief that God is King, not just in heaven but here and now. Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible kingdom visible by living lives that reflect the love of God. Christians celebrate Pentecost as the beginning of the Church.</p> <p>Skills: Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. Offer suggestions about what the description of Pentecost in Acts 2 might mean. Give examples of what Pentecost means to some Christians now. Make simple links between the description of the Day of Pentecost in Acts 2, the Holy spirit and the kingdom of God, and how Christians live their whole lives and in their church communities. Make links between ideas about the kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.</p> <p><i>Inspirational people to explore: Peter</i></p>	<p>Islam began when the prophet Muhammed helped set out Allah's wishes. Islam has many prophets in common with Judaism and Christianity like Abraham and Moses. Muhammed is treated with such respect that whenever they say or write his name, they include a blessing "peace be upon him". Muhammed helped share Allah's wishes about how people should live their lives. Many parts of Muslim belief come from key moments in Muhammed's life like the forming of the 5 pillars – Shahada, Salat, Zakat, Fasting, Hajj.</p> <p>Skills: Understand who the prophet Muhammed is and his role and importance to Muslims. Children explain who is an important person to them and why Rank and identify what are the most important parts of the life of Muhammed to a Muslim Explain reasons for choosing certain facts about Muhammed's life above others</p>	
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<p>PSHE</p>	<p>Me and My Relationships We learn about how relationships work and how both people must compromise to make a relationship successful.</p> <ul style="list-style-type: none"> • They can work successfully as a team. • They know what makes a positive healthy relationship. • There are times when they need to say no to a friend. • That feelings can affect our physical state. • People can have different feelings in the same situations. • That feelings can change when they have more information. • That pressure can be unhealthy, risky and unacceptable. Anti-bullying Link. 	<p>Valuing Difference We learn about how to deal with conflict in relationships and how this can sometimes be because of differences.</p> <ul style="list-style-type: none"> • They can negotiate and compromise to manage conflict. • There are consequences to aggressive behaviour. • That our world is diverse, and they need to respect them. • They can identify what a stereotype is. • That you have different relationships with different people. • They have a right to protect their personal body space 	<p>Keeping Safe We learn how to deal with choices and learn strategies to cope with pressure to keep them safe.</p> <ul style="list-style-type: none"> • They can assess whether a situation is risky, hazardous and dangerous. • There are strategies they can use to manage a dare. • They can identify feelings of unsafe and say no. • That they can be influenced by what they see or hear. • They need to have consent to share content online. Online Safety Link • They can take precautions to keep them healthy. • Alcohol and drugs have effects that are risky. • That they don't share personal information online. Online Safety Link 	<p>Rights and Respect We learn about the influence they have in the community and how they can help to look after the environment.</p> <ul style="list-style-type: none"> • They can help others to make sure they stay healthy and safe. • Humans have rights and responsibilities. • They can engage and contribute to rules. • That their choices can be influenced by what they see or hear. • They can play a role in influencing the outcome of a situation. Anti-bullying Link • They can understand how money is used to sustain a home. • They understand why we pay taxes and how they are spent. • Different organisations around the world take care of the environment. 	<p>Being My Best We learn how to keep healthy by choices they make to keep them happy and healthy.</p> <ul style="list-style-type: none"> • That everyone has unique qualities. • There are consequences for negative and positive pressure. Anti-bullying Link. • There are changes that happen in our body when we eat, sleep and exercise. PE and Science link. • They can play a role in recycling to help the environment. • There are good qualities and attributes of people who help in the community. • RED CROSS (Help save lives lesson 2 and 3) Keep themselves safe. Give first aid in different situations. Know when they need to get help; and know what to do in an emergency. • That volunteering is good for Wellbeing. 	<p>Growing and Changing We learn about how are bodies can change when we deal with difficulties and as we go through puberty.</p> <ul style="list-style-type: none"> • There are strategies they can use to deal with change. • That puberty can have a physical and emotional impact. • There are correct terms for their genitalia. • That periods are part of the menstrual cycle for girls. • There are people that can help them with an uncomfortable secret. • People get married for different reasons and different circumstances.
<p>Trickbox</p>	<p>Mirror Mirror Big Voice Stand As If</p>	<p>Stand Tall Magic Circle Super States</p>	<p>Breathing Colour Sunny Side Signal Change</p>	<p>Floating Cloud Big 'No' Break Through</p>	<p>Win-Win Light Bulb Ask How</p>	<p>Free Flow Big 'Yes' Brilliant Beliefs</p>
<p>My Personal Best PE</p>	<p>Social Me: Fairness & Trust </p> <p>Swimming</p> <p>Games – Invasion: Core Task-Hockey , Football</p> <ul style="list-style-type: none"> • Develop control whilst dribbling • Develop passing and moving safely within a game • Begin to track opponants • Show an increasing awareness of being able to apply the rules of a game 	<p>Thinking Me: Decision making & Concentration </p> <p>Swimming</p> <p>Games – Invasion: Core Task- Handball, Netball</p> <ul style="list-style-type: none"> • Use a range of techniques when sending and receiving • Change direction and speed to improve performance • Know and apply the rules to a variety of games • Use simple tactics to score point against the opposition <p>OAA – Orienteering</p>	<p>Healthy Me: Self-motivation </p> <p>Indoor: Dance Theme: Narrative Dance 'Mission Impossible' developing skills in the three strands of dance: creating, performing and appreciating.</p>	<p>Games – Striking and Fielding: Core Task Cricket, Rounders</p> <ul style="list-style-type: none"> • Develop and understanding of when best to apply over/under arm throws • Understand which throw to use for varied distances • Develop batting technique • Show an awareness of positions (bowler, batter, fielder etc) and demonstrate an understanding and confidence taking part <p>Indoor: Gymnastics Core Task</p> <ul style="list-style-type: none"> • Demonstrate control in their behaviour and have an awareness of themselves and others performing within the proximity of equipment • Demonstrate working independently and collaboratively to develop, create and perform sequences 	<p>Athletics</p> <ul style="list-style-type: none"> • Apply the five basic jumps in a variety of contexts • Demonstrate the correct running pace for an event • Apply the correct throwing technique using different equipment <p>Indoor: Dance Theme: Narrative Dance 'Rio to Rainforest' with links to Capoeira developing skills in the three strands of dance: creating, performing and appreciating.</p>	<p>Games - Net and Wall : Core Task- Volley Ball, Tennis</p> <ul style="list-style-type: none"> • Demonstrate developing ball skills and handle equipment safely • Use tactics to outwit the opposition • Collaborate and communicate effectively in order to gain points • Know the rules of the game and begin to keep score <p>Indoor: Gymnastics Core Task</p> <ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance. • Compare performances with previous ones and demonstrate to achieve their personal best. • Apply a range of gymnastics movements, following criterion • Demonstrate a thorough knowledge of gymnastic vocabulary

				<ul style="list-style-type: none"> • Develop an understanding of how to perform more complex sequences • Explore a wider range of travelling actions and use of pathways • Incorporate advanced actions into sequences exploring ways to incorporate apparatus 		<ul style="list-style-type: none"> • Work well in different combinations: on their own and with others • Create a sequence to include different levels, speeds and directions • Use equipment to vault in a variety of ways
Science	Electricity <ul style="list-style-type: none"> • identify common appliances that run on electricity; • construct simple series electrical circuits, identifying & naming basic parts: cells, wires, bulbs, switches & buzzers; • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery; • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit; • recognise some common conductors and insulators, and associate metals with being good conductors; • compare and group together everyday materials on the basis of their electrical conductivity. 	States of Matter <ul style="list-style-type: none"> • compare and group materials together, according to whether they are solids, liquids (or gases); • observe that some materials melt or freeze / solidify when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). 	Earth and space <ul style="list-style-type: none"> • describe the movement of the Earth, and other planets, relative to the Sun in the solar system; • describe the movement of the Moon relative to the Earth; • describe the Sun, Earth and Moon as approximately spherical bodies; • use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. 	Forces <ul style="list-style-type: none"> • compare how things move on different surfaces; • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object; • identify the effects of air resistance, water resistance and friction, that act between moving surfaces. 	Living things and their habitats <ul style="list-style-type: none"> • recognise that living things can be grouped in a variety of ways; • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment; • recognise that environments can change and that this can sometimes pose dangers to living things; construct and interpret a variety of food chains, identifying producers, predators and prey. 	Animals, including humans <ul style="list-style-type: none"> • identify that humans and some animals have skeletons and muscles for support, protection and movement.
Computing	Video / Photography Stop Frame Animation Volcano Eruption		Digital Literacy - Microsoft Word & PowerPoint Space fact file			Computer Science Algorithms Scratch game
History			Britain's settlement by Anglo-Saxons and Scots <ul style="list-style-type: none"> • Roman Withdrawal • Anglo Saxon Invasion and Settlement • Sutton Hoo 	Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor <ul style="list-style-type: none"> • Viking Raids • Religion • Rivalry 		
Geography	European case study How do volcanoes affect the lives of people on Hiemaey? Location of Westman Isles. Physical and human geography of Hiemaey How the people of Hiemaey were affected when Eldfell erupted			Reinforce cities of United Kingdom	What is Brazil really like? South American case study Locate the world's countries, using maps to focus on North and South America Comparison of climate Main types of biomes in Brazil Rio De Janeiro – the city of two halves	Why does Sylvia have the largest collection of plastic bath ducks in the world? Describe what an oceanographer does. Difference between oceans and sea. Location of oceans and some seas. Plastic pollution.
DT	Mechanical systems Design, make and evaluate a moving page (containing a lever and linkage) for a Y4 rainforest book.			Cooking and Nutrition To design, make and evaluate soup for Y4 children to eat at the Fantastic Finale.	Electrical Systems To design, make and evaluate a torch for an adult to use when camping.	
Art & design	Skills drawing Expression-printing Chalk and use of line Firework art	Skill drawing Art History-photography-Julia Margaret Cameron Expression-printing	Art history – Paul Klee Expression-painting – Alma Thomas	Skill drawing Expression – sculpture	Drawing-Drawing of animals from the rainforest Art History – John Dyer/Nixiwaka Yawanawa Expression – mixed media	Skill drawing Art History – Richard Long (Andy Goldsworthy/Henri Moore) Expression-sculpture

Music	Mamma Mia (Pop) Charanga Using Abba songs to combine singing, instrumental and rhythm work	Christmas Presentation	Planets – focusing on Holst Planet Suite plus ternary form in Star Wars theme. String and Percussion Orchestral Instruments	Glockenspiel Stage 2 and Notation Focus on C, D, E, F on Glock Notation using FACE Vikings songs	Samba Reggae	Voices Foundation recap - First Steps Age 7-11
French	C'est son anniversaire et elle a neuf ans! <ul style="list-style-type: none"> • Say and recognise orally and in writing masculine and feminine pronouns. • Say and recognise orally and in writing the third person of the verb 'to have' in the masculine and feminine forms. • Say and recognise orally and in writing masculine and feminine possessive adjectives. 	Il habite en France et il est Français. <ul style="list-style-type: none"> • Say and recognise orally and in writing the third person of the verbs 'to live' and 'to be' in the masculine and feminine forms. • Explore the culture of a French region. 	Il a un chat gris <ul style="list-style-type: none"> • Show understanding of adjectival agreement. • Introduction to some of the most popular French comic books, (linked with 'World Book Day'). 	J'adore jouer au rugby parce que c'est amusant! <ul style="list-style-type: none"> • Express detailed opinions about hobbies. • Say and recognise orally and in writing two forms of the word 'because' in French. • Say and recognise orally and in writing a variety of adjectives to describe hobbies. • Say and recognise orally and in writing two French conjunctions. 	Vive La Révolution! <ul style="list-style-type: none"> • Explore a French celebration: 'La Fête Nationale', its history and traditions. 	On fête ça! <ul style="list-style-type: none"> • End of year revision • End of year 'Celebration of Learning'.