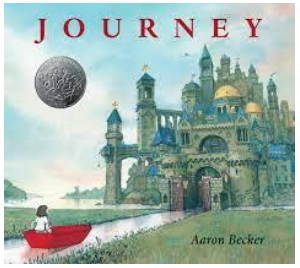
Year 4 Curriculum Coverage

Autumn Term Year 4
Autumn 1
Autumn 2

Topic texts	Knowledge	Skills	Enrichment Opportunities
 	**English** **Reading** • develop positive attitudes to reading, and an understanding of what they read, by: • understand what they read, in books they can read independently, by: • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say Writing • plan their writing • draft and write • evaluate and edit • proofread for spelling and punctuation errors • read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear Vocabulary, grammar and spelling • develop their understanding of the concepts set out in English appendix 2 • indicate grammatical and other features • use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading	*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books *preparing poems and play scripts to read aloud and to perform, showing *understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination *recognising some different forms of poetry *checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context *asking questions to improve their understanding of a text *drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence *predicting what might happen from details stated and implied *identifying main ideas drawn from more than 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning *discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas *composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 *organising paragraphs around a theme *in narratives, creating settings, characters and plot *in non-narrative material, using simple organisational devices [for example, headings and sub-headings] *assessing the effectiveness of their own and others' writing and suggesting improvements *proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences *extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although *using the present perfect form of verbs in contrast to the past tense	    Anglo Saxon Workshop 9th November 

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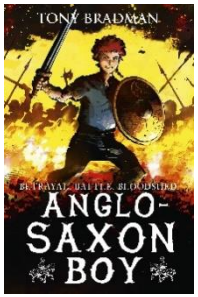
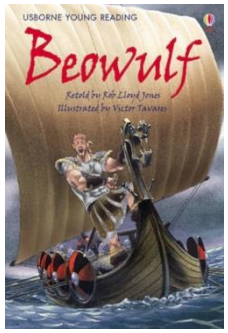
		choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition *using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials *using commas after fronted adverbials *indicating possession by using the possessive apostrophe with plural nouns *using and punctuating direct speech	
 	**Maths** **Place Value** • count in multiples of 6, 7, 9, 25 and 1000 • find 1000 more or less than a given number • count backwards through zero to include negative numbers • recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) • order and compare numbers beyond 1000 • identify, represent and estimate numbers using different representations • round any number to the nearest 10, 100 or 1000 • solve number and practical problems that involve all of the above and with increasingly large positive numbers • read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. **Addition and Subtraction** • add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate • estimate and use inverse operations to check answers to a calculation • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	Roman numerals to 100. •Round to the nearest 10. •Round to the nearest 100. •Count in 1,000s. •1,000s, 100s, 10s and 1s. •Partitioning. •Number line to 10,000. •1,000 more or less. •Compare numbers. •Order numbers. •Round to the nearest 1,000. •Count in 25s. •Negative numbers. Add and subtract 1s, 10s, 100s and 1000s. •Add two 4-digit numbers –no exchange. •Add two 4-digit numbers –one exchange. •Add two 4-digit numbers –more than one exchange. •Subtract two 4-digit numbers –no exchange. •Subtract two 4-digit numbers –one exchange. •Subtract two 4-digit numbers –more than one exchange. •Efficient subtraction. •Estimate answers. •Checking strategies. Kilometres. •Perimeter on a grid. •Perimeter of a rectangle. •Perimeter of rectilinear shapes.	

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	Measurement –Length and perimeter • Convert between different units of measure [for example, kilometre to metre; hour to minute] • measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres **Multiplication and division** • recall multiplication and division facts for multiplication tables up to 12 × 12 • use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers • recognise and use factor pairs and commutativity in mental calculations • multiply two-digit and three-digit numbers by a one-digit number using formal written layout • solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.	Multiply by 10. •Multiply by 100. •Divide by 10. •Divide by 100. •Multiply by 1 and 0. •Divide by 1. •Multiply and divide by 6. •6 times-table and division facts. •Multiply and divide by 9. •9 times-table and division facts. •Multiply and divide by 7. •7 times-table and division facts.	
	Science **Sound** • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases	To find out that sounds are made when objects and materials vibrate. Children will learn about how sounds are created, then explore the way sounds are produced by a variety of instruments or resonant objects. Do children know that sounds are made when objects or materials vibrate? Can children make careful observations? Can children draw conclusions about sounds from their observations? To investigate whether sounds can travel through different materials. Children will learn about how sounds travel through different materials. They will give reasons why they think some materials will transmit sound better/worse than others, then investigate. Do children know that vibrations from sound sources travel through different materials to the ear? Do children know sound can travel through solids, liquids and gases? Do children know that some materials allow sound to pass through them more easily than others? To explore the relationship between distance and volume. Children will explore ways in which sounds change as you move further away from its source. They will suggest reasons for their findings.	

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	Light/Electricity • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors	Do children know that sounds get fainter as the distance from the sound source increases? Can children carry out an investigation to explore what happens to sound as it gets further away? Can children draw conclusions and describe what they have found out? To find out that some materials are effective in preventing vibrations from sound sources reaching the ear. Children will learn about why it is sometimes necessary to prevent sounds from travelling, then investigate the soundproofing effectiveness of a range of materials. Can children name some of the reasons why preventing sound to travel is sometimes important? Can children plan a test to measure how well different materials muffle sound? Can children draw conclusions about which materials muffle sound the best? To investigate how sounds can be different pitches and volumes. Children will learn about pitch and volume, then investigate ways in which they may be altered by a variety of instruments or resonant objects. Do children know that the term 'pitch' describes how high or low a sound is? Can children recognise changes in pitch and identify high and low notes? Can children investigate different instruments and make generalisations about pitch To find out how the length, thickness and tightness of a string affects its pitch. Children will consider how the pitch of notes produced by stringed instruments is altered, then investigate further by experimenting with instruments or by making instruments. Do children know that the pitch of a stringed instrument depends on the length, thickness and tightness of the string? Can children suggest ways of testing what happens to the pitch of a string when you alter the length, tightness and thickness? Can children draw conclusions from their observations? To find out how sounds can be made by air vibrating and how to change the pitch of notes produced by vibrating air. Children will learn how sounds can be made by air vibrating, then explore ways in which the pitch of these sounds can be altered. Do children know that sounds can be made by air vibrating? Can children suggest ways to change the pitch of a sound made by air? Can children describe how to change the length of the air column vibrating to change pitch? To investigate circuits and their different components. Children will recap prior knowledge regarding circuits, then learn about their main components and explore ways in which simple circuits are constructed. Can children identify the purpose of different components in a circuit? Do children know that a complete circuit is needed for a device to work? Can children explain why some circuits will work and others will not depending on how the components have been put together?	

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		To investigate the differences between mains and battery powered circuits. Children will learn about electrical safety, and why some appliances are mains powered rather than battery powered. They will then either identify a variety of electrical appliances, or create electrical safety posters. Do children understand that working with electricity can be dangerous? Can children identify devices that are powered by mains electricity and devices that are powered by batteries? Do children know that it is safe to carry out experiments with batteries but not with mains electricity? To recognise some common conductors and insulators, and associate metals with being good conductors. Children will learn about insulators and conductors, then either investigate the conductivity of a range of materials, or create models to show how circuits work (or not, if they have insulators in them). Can children construct a circuit to test which materials allow electricity to pass through? Can children explain that with some materials the bulb did not light because the circuit was not complete? Can children make generalisations about which materials are conductors and which are insulators? To investigate the purposes of conducting and insulating materials. Children will consider reasons why conductors and insulators are used in different ways inside and outside electrical appliances. Can children name some conductors and insulators? Can children explain how appliances and devices use plastic as an insulator? Do children know that insulators are used as a safety measure? To be able to use knowledge of conductors and insulators to create switches to complete a circuit. Children will learn about, design and test a variety of switch designs. Do children know that a switch can be used to make or break a circuit to turn a device on or off? Can children use their knowledge of conductors to create a working switch? • Can children explain how their switches work? To be able to plan and carry out an experiment to see how to change the brightness of a bulb. Children will suggest ways in which a bulb in a circuit could be made to glow brighter or dimmer, then plan experiments where they may explore their ideas. Can children make predictions about how to alter the brightness of a bulb? Can children plan and carry out an experiment, changing one factor at a time? Can children draw conclusions from their investigations?	
	History • Britain's settlement by Anglo-Saxons and Scots • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire	To study the archaeological evidence at Sutton Hoo to ask and answer questions. Children will understand what an archaeologist does before finding out about the discovery of the burial ship at Sutton Hoo. They will look at some of the objects found at the site to ask and answer questions, considering what we can learn from the objects found.	

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	• Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne	Do children understand what an archaeologist does and why they excavate certain sites? Can children study objects and answer questions about them? Can children make suggestions about what the objects discovered at Sutton Hoo tell us about the person buried there? To find out who the Anglo-Saxons were and where they came from. Children will place the Anglo-Saxons on a timeline and find out who was living in Britain when they first invaded. They will learn why the Romans left Britain and how this allowed other groups to invade from other parts of Europe. They can also consider the difference between the terms 'invade' and 'settle'. Can children explain the difference between invasion and settlement? Can children place the Anglo-Saxons on a timeline? Can children identify on a map where the Anglo-Saxons came from? To find out who the Picts and Scots were and where they lived. Children will find out who the Picts and Scots were and where they lived. They will consider why they had different cultures despite a close geographical proximity, and think about why there were tensions between the two groups. They will also learn about the lifestyle and culture of these two peoples and consider the accuracy of Roman depictions of Picts and Scots. Do children know who the Scots were and where they lived? Do children know who the Picts were and where they lived? Do children understand that there were tensions between the Scots, Picts and Anglo-Saxons? To be able to use various historical sources to find out about Anglo-Saxon life. Children will generate questions they would like to find the answer to regarding everyday life in Anglo-Saxon Britain, including areas such as homes, food and leisure. They will use a variety of sources of information to find the answers. Can children generate questions relating to everyday life in Anglo-Saxon times? Can children use a variety of historical sources to find out about everyday life? Can children compare the lives of rich and poor Anglo-Saxons? To explore Anglo-Saxon culture including art, music, legends and poetry. Children will use the story of Beowulf to help them find out how Anglo-Saxon society was organised. They will learn about different aspects of Anglo-Saxon culture, including stories, poetry and art, and use what they have found out to make inferences about Anglo-Saxon life. Can children describe the pastimes of different type of people in Anglo-Saxon Britain? Can children infer what life was like in Anglo-Saxon Britain from the story of Beowulf? Do children understand why they told stories like Beowulf? To explore the spread of Christianity in Britain. Children are challenged to identify whether the person buried at Sutton Hoo was Christian or pagan.	

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		They will find out about the spread of Christianity in Britain from centres such as Iona and Lindisfarne, and identify some of the key features of both Christianity and paganism at this time to help them identify the religion of the the person within the burial ship. Do children know that some people in Britain were Christians before the Anglo-Saxons invaded? Do children know that Anglo-Saxons were pagans when they came to Britain?• Can children describe some of the factors that helped convert Britain to Christianity? To use what has been discovered at Sutton Hoo to draw conclusions about who was buried there. Children will discover the probable identify of the person buried at Sutton Hoo as King Raedwald. They will learn about historians' reasons for this assumption and use what they have found out to support or disprove this theory. They can also consolidate their own understanding of life in Anglo- Saxon Britain. Can the children explain the evidence for their decisions about who the person at Sutton Hoo was? Can the children make a judgement about which evidence is most helpful? Do the children understand that other people have different interpretations?	
	Art • Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history.	To investigate how the environment affects how we feel about a place and how art can be used to improve a place. Children will think about how environments can affect how we think and feel. They will explore the role of sculptures in various locations and how they can transform the environment they are in. They will look at some examples of sculptures and describe what they think and feel about them. Do children recognise that the environment influences our lives and how we feel? Can children discuss sculptures and say what they think and feel about them? Can children suggest how art has been used to improve an area? To collect visual information and to explore ideas for a site-specific sculpture. Children will consider how they can use the environment around them to gather ideas for a site specific sculpture. They will take rubbings, sketches and photos of interesting patterns, lines or images to use in future sculpture designs. Can children use first-hand observation to gather ideas? Can children collect a variety of visual information? Can children make suggestions about how they would use their ideas in a sculpture? To be able to design a site specific sculpture. Children will use the ideas and information they have gathered so far to design a sculpture for a particular site. This could be a region in their local area, an area they are familiar with or one of the scenes shown on the pictures provided. Children will focus particularly on making sure their design reflects the area they are designing the sculpture for.	

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		Can children develop their ideas for a sculpture of a chosen site? Can children use ideas they have gathered in their designs? Can children explain how their design reflects the area their sculpture is intended for? To use 'found' materials to create a sculpture. Using their designs from the previous lesson, children will create a small model (maquette) of their sculpture. They will look at some examples of artists who use 'found' objects to create sculptures before thinking about which objects they could use for their maquettes. Can children use a variety of materials to create the basis of a sculpture? Can children use a variety of techniques to join and combine materials? Can children compare their work to the work of others? To be able to use finishing techniques to complete a sculpture. Children will consider how they can improve their maquettes by adding papier mâché or Modroc to add texture and create a base for adding colour. They will add finishing touches to their sculptures, considering how they can be improved. Can children describe ways in which they can improve their sculptures? Can children use a variety of finishing techniques to improve their sculptures? Can children discuss their finished artwork and say how they think and feel about it? To be able to evaluate a finished piece of artwork. Children will evaluate their finished sculptures and the sculptures of their peers through a variety of different activities. Can children evaluate their own work? Can children evaluate the work of others? Can children describe how their finished sculpture fits into the area it was designed for?	
	Geography • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	To find out about the needs of early settlers and the origins of place names. Children will think about early settlers in Britain and what resources they would have needed when setting up a village. They will consider why certain places were chosen for settlements and discover how some of our place names originate from these early settlers. Can children explain who some early settlers were and why they settled in Britain? Can children describe the needs of early settlers? Do children know what some of the origins of place names are? To be able to identify settlements and reasons for their original siting. Children will recap some of the name endings that came from village names given by early settlers, such as places ending in -don, -chester, -stow or -wick, and find out what they mean. They will then use a map to identify some modern towns, cities and villages that have these suffixes, seeing if they can identify the reason it was named as it was.	

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	• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)	Can children use a map to identify early settlements? Can children suggest reasons for the original siting of these settlements? Can children suggest reasons why some areas developed more than others over time? To be able to identify a range of mapping symbols and know their meanings. Children will look at an Ordnance Survey map to identify some common map symbols. They will then go on to look at some further map symbols and identify their meanings. They will use map symbols to compare towns and villages. Can children identify mapping symbols? Can children explain what different mapping symbols mean? Can children compare different villages? To understand and describe how settlements are connected. Children will identify different types of roads in the UK, such as motorways, 'A' roads and 'B' roads. They will start to understand how the road system works and use what they have found out to navigate from one settlement to another. Can children identify different kinds of roads on a map? Can children use grid references accurately? Can children describe how settlements are connected? To be able to design a village settlement influenced by physical features and personal choice. Children will consolidate what they have learnt about villages to design their own village settlement. They will use symbols and keys in their designs and maps, and consider what human and physical features they will need to include in their villages.	
	D&T • **Design** • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • **Make** • select from and use a wider range of tools and equipment to perform practical tasks accurately • select from and use a wider range of materials and components, including	To investigate and analyse illuminated signs. Children will consider the purposes of illuminated signs, and identify a number of ways in which signs may be illuminated. They may then either: make simple circuits with one or more bulbs, considering how some of the components might be hidden in the construction of signs; or explore your local area (e.g. town centre), identifying and drawing illuminated signs. Can children suggest reasons why it is helpful to illuminate signs? Can children identify distinguishing features of a variety of illuminated signs? Can children investigate ways in which very simple circuits for illuminated signage might be constructed? To understand how LEDs may be used instead of traditional incandescent bulbs in series circuits. Children will look at electronic products with LEDs, then learn how LEDs may be used in simple series circuits (along with a resistor). They may then either make their own simple circuits using LEDs and other inexpensive components, or work in groups to design and make an illuminated sign for a given purpose. Can children suggest some problems with using traditional, incandescent bulbs in products? Can children suggest some aesthetic and practical reasons for using LEDs instead? Can children construct a circuit with an LED?	

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	construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • **Evaluate** investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world • **Technological Knowledge** apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products understand and use electrical systems in their products apply their understanding of computing to programme, monitor and control their products.	To develop ideas for a decorative illuminated sign. Children will consider ways in which electrical components in a simple circuit can be partially hidden' inside products to make them more attractive, then go on to develop designs for their own decorative, light box-style sign. They may either draw their designs or use CAD software. Can children identify potential audiences and purposes for a product design? Can children suggest practical considerations about how to fit essential components in/on a product? Can children consider tools and techniques they may need to use when constructing a product of their own design? To select and use tools, equipment, materials and components to make the enclosure of a decorative illuminated sign. Children will consider a number of questions about the pros and cons of using different materials in the construction of a decorative light box sign. They may then either construct a light box sign using 'new' DT materials, or using scrap/found materials such as cardboard packaging. Can children identify ways in which their existing designs could be adapted for the materials available? Can children select appropriate tools and materials for construction of their design? Can children identify ways in which they can work safely while constructing their design? To construct a working circuit with one or more lights, and fit it in a decorative illuminated sign. Children will consider ways in which they can make more permanent circuits to fit and fix inside their finished decorative illuminated light box signs. Alternatively, they may design, make and test switches made using scrap materials, drawing pins, paper clips etc. Can children recall how to create a simple series circuit with a light? Can children select and use appropriate tools, materials and components to construct a circuit? Can children decide on an appropriate way to fit electrical components inside their designs? To investigate ways in which computers can be used to program and control lights in a product. Children will consider ways in which lights in electronic products may be programmed and controlled, then 'debug' simple 'code block' programs to make an LED 'blink'. They may then either program an actual LED, or program virtual fairy lights in a Scratch programming project. Can children identify products which contain microcontrollers which control lights? Can children make algorithms with simple sets of instructions which describe how a flashing LED is controlled? Can children write or edit programs to control an LED?	
	Computing • design, write and debug programs that accomplish specific goals, including controlling or simulating physical	*To explain what coding is. Introduction to the 2Code interface including the possible actions of character, car, and animal objects. Tinkering with 2Code *To create a program with an object that repeats actions indefinitely. To use a timer to make characters repeat actions. To explore the use of the repeat command and how this differs from the timer.	

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	systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	*To introduce If statements to allow selection in a program. *To introduce variables. *To create a program with a character that repeats actions. *To use the Repeat Until command to make characters repeat actions. To program a character to respond to user keyboard input *To go through the design, code, execute, refine process. To use the coding skills that they have encountered creatively in their own program. *To understand how pupils can protect themselves from online identity theft. * Understand that information put online leaves a digital footprint or trail and that this can aid identity theft. * To Identify the risks and benefits of installing software including apps. *To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. *To identify appropriate behaviour when participating or contributing to collaborative online projects for learning. *To identify the positive and negative influences of technology on health and the environment. *To understand the importance of balancing game and screen time with other parts of their lives.	
	Music • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the interrelated dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn	**Composing** **Improvise** on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). **Compose**: Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions. create sequences of 2-, 3- or 4-beat phrases, arranged into bars. Compose music to create a specific mood, for example creating music to accompany a short film clip, introducing major and minor chords. Capture and record creative ideas. **Performance** Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).	

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	from different traditions and from great composers and musicians • develop an understanding of the history of music.	Develop basic skills of a selected musical instrument over a sustained learning period. Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups Perform in two or more parts (e.g. melody and accompaniment or a duet). **Reading notation** Understand the differences between minims, crotchets, paired quavers and rests. Read and perform pitch notation within a defined range. C-G Follow and perform simple rhythmic scores to a steady beat.	
	PE **Sport & Games** • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.		
	RE **Gospels What kind of world did (does) Jesus want?** • Identify features of Gospel texts (for example, teachings, parable, narrative). • Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which • Christians interpret biblical texts, showing awareness of different interpretations. **Ceremonies**	Pupils will know that Christians believe that through his teachings Jesus challenges everyone about the way they live. Pupils will know that Jesus first disciples left their jobs and families to follow Jesus. Pupils will know that it is claimed that Jesus could heal a leper. By doing this Christians believe that showed love for those that others ignore. They can relate this to the activities of the local church and of Christian charities. Pupils will know what a parable is. Pupils can retell the parable of the Good Samaritan (including the man being attacked, the Levite and the priest passing by, the Samaritan stopping to help, and that Jesus asked who was this man's neighbour). They can describe the work of a Christian charity that tries to put this teaching into practice e.g. Christian Aid. They should know that people of other faiths and of none also run charity work.	

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	• To explore how significant events are celebrated in various religions.		
	PHSE **What is diversity?** • to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom • to consider the lives of people living in other places, and people with different values and customs • to recognise and challenge stereotypes **How can we be a good friend?** • to recognise a wider range of feelings in others and about responding to how others are feeling • to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves about resolving differences agreeing and disagreeing • to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships • to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves to resolve differences by looking at alternatives, seeing and respecting	appreciate difference and diversity (people living in the UK) and about the values and customs of people around the world consider the lives of people living in other places, and people with different values and customs recognise and challenge stereotypes to recognise a wider range of feelings in others and about responding to how others are feeling develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves	