

Year 4 and 5 Curriculum Plan: Two Year Cycle (2020 – 2021/ 2021 – 2022)

Cycle 1 2020-21	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
(Geography /History)	<p>History – Land of the pharaohs</p> <p>The aim of this unit is to develop an understanding of the events during Ancient Egyptian time period. Pupils should be able to record events chronologically. They will be able to make comparisons between the time periods of then and now. Pupils will explore how even in a difficult climate, famous monuments were created and farming was successful. Pupils will have a good understanding of how we were able to learn about the Ancient Egyptians from what they left behind.</p>	<p>Geography – Four Nations</p> <p>During this topic, pupils will compare and contrast the four nations (3 of which make up great Britain). Pupils will use Atlases to locate the capital cities of each nation and begin to compare population, landscape etc (human features). Moving forward, we will compare physical features of each nation including, national parks, hills, mountains and coastlines. Finishing the topic, we will compare a part of the UK at three points in history looking at how it has changed over time.</p>		<p>Geography: Local study – surveying our area</p> <p>Children will be surveying the local area. The focus of the topic will be to compare and contrast two local areas to the children (Wortham and Diss). They will start by identifying local features on a 4 figure grid reference map. Moving onto classifying buildings and building uses from the two areas studied. Once data is collected we will present data and record our findings using recognised symbols to mark out areas of interest on their own maps.</p>	<p>History - The industrial revolution</p> <p>The key point for pupils to understand about the Industrial Revolution is that it had a transformative effect on the world. Through harnessing fossil fuels to power engines, factories and machines, the Industrial Revolution fundamentally changed the way that human beings live. This single innovation gave birth to the modern world. It is a topic of particular interest to Britain, as it was in Britain that the key inventions of the industrial revolution were first created: the cotton mill, the steam engine, and the train. This lesson should introduce pupils to a broad overview of industrialisation, and some key concepts.</p>	

English	<p>Topics will be selected half termly to ensure children study and create a wide width of genres. We will also select genres that will allow children to collect all evidence needed for their writing assessments across the year.</p> <p>Genres include...</p> <ul style="list-style-type: none"> • Instructions • Non-chronological report • Recounts (letter, diary, newspaper report) • Review (book, film) • Persuasive text • Speech • Explanatory text • Character/ setting descriptions • Adventure/dilemma stories • Stories from other cultures/countries • Myths • Fantasy story • Historical fiction • Narrative poem • Riddles • Shape poems • Rhyming poems • Kennings <p>Haiku</p>											
Guided Reading	<p>A range of text types will be covered over the year (taken from English list above).</p> <p>We will explore high quality texts and work on answering a range of question types including...</p> <ul style="list-style-type: none"> • Fact retrieval • Vocabulary choices • Inference • Predictions • Summarising key ideas • Gathering evidence • <p>Our texts will give the children a wide variety of choice as well as introduce them to new authors and series that they may enjoy to read for pleasure.</p>											
Maths (Year 4)	<p>Pupils to complete short (15 minutes) daily math activities to boost confidence using written methods and reasoning - fluent in five and rapid reasoning</p> <table border="1" data-bbox="340 1295 2132 1396"> <tr> <td data-bbox="340 1295 645 1396">Number – Number and place value • Find 1000 more</td> <td data-bbox="645 1295 943 1396">Statistics • Interpret and present discrete and</td> <td data-bbox="943 1295 1249 1396">Number - Numbers and Place Value: • To</td> <td data-bbox="1249 1295 1541 1396">Number: Mental Calculation: Solving problems, checking</td> <td data-bbox="1541 1295 1839 1396">Number – Number and place value • To</td> <td data-bbox="1839 1295 2132 1396">Number – Mental calculations • To estimate and</td> </tr> </table>						Number – Number and place value • Find 1000 more	Statistics • Interpret and present discrete and	Number - Numbers and Place Value: • To	Number: Mental Calculation: Solving problems, checking	Number – Number and place value • To	Number – Mental calculations • To estimate and
Number – Number and place value • Find 1000 more	Statistics • Interpret and present discrete and	Number - Numbers and Place Value: • To	Number: Mental Calculation: Solving problems, checking	Number – Number and place value • To	Number – Mental calculations • To estimate and							

	<p>or less than a given number</p> <ul style="list-style-type: none"> Count backwards through zero into negative numbers Order and compare numbers beyond 1000 Round numbers to the nearest 10,100,1000 <p>Number – Addition and subtraction</p> <ul style="list-style-type: none"> Add or subtract numbers with up to 4 digits using the formal written methods. Estimate and use the inverse operations Solve addition and subtraction two step problems. <p>Number – multiplication and division</p> <ul style="list-style-type: none"> Recall multiplication facts up to 12 x 12 (ongoing) Use place value, known and derived facts to multiply and divide mentally. Learn formal written methods for division and subtraction. (bust stop method and 	<p>continuous data using appropriate graphical methods, including bar charts and line graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p> <p>Number – Fractions including decimals</p> <ul style="list-style-type: none"> Recognise and show, using diagrams, families of common equivalent fractions. Add and subtract fractions with the same denominator Recognise and write decimal equivalents of any number of tenths on hundredths Recognise and write decimal equivalents to $\frac{1}{2}$ $\frac{3}{4}$ <p>Measurement</p> <ul style="list-style-type: none"> Convert between units of measurements. Measure and calculate the perimeter of a rectangular figure (including squares) in cm and M. Find the area by counting squares. 	<p>recognise the place value of each digit in a 4-digit number (thousands, hundreds, tens and ones).</p> <ul style="list-style-type: none"> To identify, represent and estimate numbers using different representations. To order and compare numbers beyond 1000. To round any number to the nearest 10, 100 or 1000. To count in multiples of 6,7, 9, 25, 1000. To find 1000 more or less than a given numbers. <p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> To add and subtract numbers with up to four digits using the efficient written methods of columnar addition and subtraction when appropriate. To estimate and use inverse operations to check answers to a calculation. To solve addition and subtraction two-step problems in contexts, deciding which operations 	<p>strategies and rapid recall</p> <ul style="list-style-type: none"> To estimate and use inverse operations to check answers to a calculation. To solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. To recall multiplication and division facts for multiplication tables up to 12 x 12. To recognise and use factor pairs and commutativity in mental calculations. To solve problems involving multiplying and adding, including the distributive law and harder multiplication problems such as which n objects are connected to m objects (See Calculation Policy). <p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> To add and subtract numbers with up to four 	<p>count in multiples of 6, 7, 9, 25 and 1000.</p> <ul style="list-style-type: none"> To find 1000 more or less than a given number. To count backwards through zero to include negative numbers. To recognise the place value of each digit in a 4-digit number (thousands, hundreds, tens and ones). To order and compare numbers beyond 1000. To identify, represent and estimate numbers using different representations. To round any number to the nearest 10, 100 or 1000. To solve number and practical problems that involve all of the above with increasingly large positive numbers. <p>Number: Addition, Subtraction and Measures</p> <ul style="list-style-type: none"> To estimate and use inverse operations to check answers to a calculation. To solve 	<p>use inverse operations to check answers to a calculation.</p> <ul style="list-style-type: none"> To solve addition and subtraction 2-step problems in contexts, deciding which operations and methods to use and why. To recall multiplication and division facts for multiplication tables up to 12 x 12. To recognise and use factor pairs and commutativity in mental calculations. To solve problems involving multiplying and adding, including using the distributive law and harder multiplication problems such as which n objects are connected to which m objects. <p>Measurement</p> <ul style="list-style-type: none"> To convert between different units of measure (km to m, hour to minute). To measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m. To find the area
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	<p>expanded multiplication)</p> <ul style="list-style-type: none"> Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 Multiply 2 and 3 digit numbers by a one digit number using a formal method. Solve problems involving multiplying and adding including using the distributive law to multiply two digit numbers by one digit <p>Number – Fractions including decimals</p> <ul style="list-style-type: none"> Recognise and show, using diagrams, families of common equivalent fractions. Add and subtract fractions with the same denominator Recognise and write decimal equivalents of any number of tenths on hundredths Recognise and write decimal equivalents to $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$ <p>Measurement</p> <ul style="list-style-type: none"> Convert between units of measurements. 	<ul style="list-style-type: none"> Estimate compare and calculate different measures, including money in pounds and pence. <p>Geometry: properties of shapes</p> <ul style="list-style-type: none"> Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes Complete a simple symmetric figure with respect to a specific line of symmetry <p>Measurement</p> <ul style="list-style-type: none"> 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 find the area of rectilinear shapes by counting squares estimate, compare and calculate different measures, including money in pounds and pence <p>Geometry – properties</p>	<p>and methods to use and why.</p> <ul style="list-style-type: none"> To estimate, compare and calculate different measures, including money in pounds and pence. <p>Number: Multiplication and Division</p> <ul style="list-style-type: none"> To recall multiplication facts for multiplication tables up to 12 x 12. To use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; multiplying together three 1-digit numbers. To recognise and use factor pairs and commutativity in mental calculations. To multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout. To solve problems involving multiplying and adding, including using the distributive law and harder multiplication problems such as which n objects are connected to m objects. 	<p>digits using the efficient written methods of columnar addition and subtraction where appropriate.</p> <ul style="list-style-type: none"> To estimate and use inverse operations to check answers to a calculation. To solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. <p>Measures:</p> <p>Converting units of time; Solving problems that inv.</p> <ul style="list-style-type: none"> To read, write and convert between analogue and digital 12- and 24- hour clocks. To solve problems involving converting from hours to minutes; minutes to seconds; years to months and weeks to days. <p>Number: Multiplication and Division</p> <ul style="list-style-type: none"> To recall multiplication 	<p>addition and subtraction 2-step problems in contexts, deciding which operations and methods to use and why.</p> <ul style="list-style-type: none"> To estimate, compare and calculate different measures, including money in pounds and pence. To add and subtract numbers with up to 4-digits using the efficient written methods of columnar addition and subtraction where appropriate. To estimate and use inverse operations to check answers to a calculation. To solve addition and subtraction 2-step problems in contexts, deciding which operations and methods to use and why. <p>Number - Multiplication and Division</p> <ul style="list-style-type: none"> To recall multiplication and division facts for multiplication tables up to 12 x 12. To use place value, known and derived facts to multiply 	<p>of rectilinear shapes by counting.</p> <ul style="list-style-type: none"> To estimate, compare and calculate different measures, including money in pounds and pence. To read, write and convert time between analogue and digital 12- and 24-hour clocks. To solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. <p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> To add and subtract numbers with up to 4-digits using the efficient written methods of columnar addition and subtraction where appropriate. To estimate and use inverse operations to check answers to a calculation. To solve addition and subtraction 2-step problems in contexts, deciding which operations and methods to use and why.
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	<ul style="list-style-type: none"> Measure and calculate the perimeter of a rectangular figure (including squares) in cm and M. Find the area by counting squares. Estimate compare and calculate different measures, including money in pounds and pence. <p>Statistics</p> <ul style="list-style-type: none"> Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and line graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. 	<p>of shape</p> <ul style="list-style-type: none"> Identify acute and obtuse angles and compare and order angles up to two right angles by size Identify lines of symmetry in 2-D shapes presented in different orientations 	<ul style="list-style-type: none"> To recall division facts for multiplication tables up to 12 x 12. To use place value, known and derived facts to multiply and divide mentally, including dividing by 1. <p>Number: Fractions including decimals</p> <ul style="list-style-type: none"> To count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten. To solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. To recognise and show, using diagrams, families of common equivalent fractions. To recognise and write decimal equivalents of any number of tenths or 	<p>facts for multiplication tables up to 12 x 12.</p> <ul style="list-style-type: none"> To use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; multiplying together three 1-digit numbers. To recognise and use factor pairs and commutativity in mental calculations. To multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout. To solve problems involving multiplying and adding, including using the distributive law and harder multiplication problems such as which n objects are connected to m objects. <p>Geometry: Translations, Coordinates and properties of shape</p> <ul style="list-style-type: none"> To compare and classify geometric shapes, including quadrilaterals and triangles, based on 	<p>and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three 1-digit numbers.</p> <ul style="list-style-type: none"> To recognise and use factor pairs and commutativity in mental calculations. To multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout. To solve problems involving multiplying and adding, including using the distributive law and harder multiplication problems such as which n objects are connected to m objects. <p>Number: Fractions and decimals</p> <ul style="list-style-type: none"> To count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten. To solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, 	<p>Number: Multiplication and Division</p> <ul style="list-style-type: none"> To recall multiplication and division facts for multiplication tables up to 12 x 12. To use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three 1-digit numbers. To recognise and use factor pairs and commutativity in mental calculations. To multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout. To solve problems involving multiplying and adding, including using the distributive law and harder multiplication problems such as which n objects are connected to m objects. <p>Geometry: 2D shape, angles and coordinates.</p> <ul style="list-style-type: none"> To compare
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			<p>hundredths.</p> <ul style="list-style-type: none"> To recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$. To find the effect of dividing a one- or two-digit number by 10 and 100; identifying the values of the digits in the answer as units, tenths and hundredths. To round decimals with one decimal place to the nearest whole number. To compare numbers with the same number of decimal places up to two decimal places. To solve simple measure and money problems involving fractions and decimals to two places. 	<p>their properties and sizes.</p> <ul style="list-style-type: none"> To identify acute and obtuse angles and compare and order angles up to two right angles by size. To describe positions on a 2D grid as coordinates in the first quadrant. To describe movements between positions as translations of a give unit to the left/right and up/down. To plot specified points and draw sides to complete a given polygon. <p style="text-align: center;">Statistics:</p> <p>Data Handling and Measurement</p> <ul style="list-style-type: none"> To interpret and present discrete data using bar charts and continuous data using time graphs. To solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and simple line graphs. To convert 	<p>including non-unit fractions where the answer is a whole number.</p> <ul style="list-style-type: none"> To recognise and show, using diagrams, families of common equivalent fractions. To add and subtract fractions with the same denominator. <p>Measurement</p> <ul style="list-style-type: none"> To convert between different units of measure (litres to ml). To measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. To find the area of rectilinear shapes by counting. To estimate, compare and calculate different measures, including capacity measures and money in pounds and pence. 	<p>and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p> <ul style="list-style-type: none"> To identify acute and obtuse angles and compare and order angles up to two right angles by size. To identify lines of symmetry in 2D shapes presented in different orientations. To describe positions on a 2D grid as coordinates in the first quadrant. To describe movements between positions as translations of a given unit to the left/right and up/down. To plot specified points and draw sides to complete a given polygon. <p style="text-align: center;">Statistics</p> <p>Interpreting and presenting data; Solving data problems.</p> <ul style="list-style-type: none"> To interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. To solve
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				<p>between different units of measures (kilometre to metre; hour to minute).</p> <ul style="list-style-type: none"> To estimate, compare and calculate different measures, including money in pounds and pence. 		<p>comparison, sum and difference problems using information presented in bar charts, pictograms, tables and simple line graphs.</p>
<p>Maths (Year 5)</p>	<p>Pupils to complete short (15 minutes) daily math activities to boost confidence using written methods and reasoning - fluent in five and rapid reasoning</p>					
<p>Number – number and place value</p> <ul style="list-style-type: none"> Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit From Year 4 – sequences <p>Number – addition and subtraction</p> <ul style="list-style-type: none"> Add and subtract whole numbers with more than 4 digits, including using formal written methods (column) Solve addition and subtraction multi-step problems in context, deciding which operations to use and why Add and subtract numbers mentally with increasingly large numbers 	<p>Statistics</p> <ul style="list-style-type: none"> Solve comparison, sum and difference problems using information presented in line graphs. Complete, read and interpret information in tables, including timetables. <p>Coordinates – reasoning about position and shape.</p> <p>Number – fractions (inc decimals and %)</p> <ul style="list-style-type: none"> Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths Read and write decimal numbers as fractions (e.g. 0.71 = 71/100) Recognise and use thousandths and 	<p>Number – number and place value</p> <ul style="list-style-type: none"> Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit Interpret negative numbers in context, count forwards or backwards with positive and negative whole number, including through zero Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10 000 and 100,000 <p>Number – fractions (inc decimals and %)</p> <ul style="list-style-type: none"> Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths 	<p>Number – addition and subtraction</p> <ul style="list-style-type: none"> Add and subtract whole numbers with more than 4 digits, including using formal written methods (column) (Particularly subtraction from zero) Number – multiplication and division Establish whether a number up to 100 is prime and recall prime numbers up to 19 Multiply numbers up to 4 digits by a one or two-digit number using a formal written method, including long multiplication for two-digit numbers Divide numbers up to 4 digits by a one-digit number using the formal written method of short division 	<p>Number: Numbers and Place Value:</p> <ul style="list-style-type: none"> To count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000. To interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero. To round any number up to 1,000,000 to the nearest 10, 100, 1000, 10 000 and 100,000. To solve number problems and practical problems that involve all of the above. To read numerals to 1000 (M) and recognise years written in Roman 	<p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> To add and subtract whole numbers with more than 4-digits, including using efficient written methods (columnar addition and subtraction). To add and subtract numbers mentally with increasingly large numbers. To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. <p>Number: Multiplication and Division</p> <ul style="list-style-type: none"> To multiply numbers up to 4-digits by a 1- or 2-digit number using an efficient 	

	<p>Number – multiplication and division</p> <ul style="list-style-type: none"> Multiply and divide numbers mentally drawing upon known facts Divide numbers up to 4 digits by a one-digit number using the formal written method of short division. Interpret remainders appropriately for the context. <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</p> <ul style="list-style-type: none"> Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign From year 4: 3-digit x 1 digit; 3-digit / 1 digit <p>Number – fractions (inc decimals and %)</p> <ul style="list-style-type: none"> Identify, name and write equivalent fractions of a given fraction, represented 	<p>relate them to tenths, hundredths and decimal equivalents</p> <ul style="list-style-type: none"> Read, write, order and compare number with up to three decimal places <p>Measurement</p> <ul style="list-style-type: none"> Convert between different units of metric measurement (for example, km and metre; cm and m; cm and mm; g and kg; litre and ml) Use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation, including scaling <p>Geometry – properties of shape</p> <ul style="list-style-type: none"> Identify 3-D shapes, including cubes and other cuboids, from 2-D representations (inc. nets) Distinguish between regular and irregular polygons based on reasoning about equal sides and angles <p>Measurement</p>	<p>and hundredths</p> <ul style="list-style-type: none"> Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number (e.g. $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$) Add and subtract fractions with the same denominator and denominators that are multiples of the same number Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and fractions with a denominator of 10 or 25 Round decimals with two decimal places to the nearest whole number and to one decimal place Read, write, order and compare number with up to three decimal places <p>Geometry – position and direction</p> <p>Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that</p>	<p>and interpret remainders appropriately for the context</p> <ul style="list-style-type: none"> Recognise and use square and cube number, and the notation for squared and cubed Solve problems involving multiplication and division including using their knowledge of facts and multiples, square and cubes Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates <p>Number – fractions (inc decimals and %)</p> <ul style="list-style-type: none"> Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths Read and write decimal numbers as fractions (e.g. $0.71 = 71/100$) Solve 	<p>numerals.</p> <p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> To add and subtract numbers mentally with increasingly large numbers. To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. To solve problems involving numbers up to three decimal places. <p>Number: Multiplication and Division</p> <ul style="list-style-type: none"> To multiply numbers up to 4-digits by a 1- or 2-digit number using an efficient written method, including long multiplication for 2-digit numbers. To divide numbers up to 4-digits by a 1-digit number using the efficient written method of short division and interpret remainders, appropriately for the 	<p>written method, including long multiplication for 2-digit numbers.</p> <ul style="list-style-type: none"> To multiply and divide numbers mentally, drawing upon known facts. To identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers. To solve problems involving multiplication and division where larger numbers are used by decomposing them into factors (See Calculation Policy). To solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the is equal to sign (=). Percentages: Solving Problems. <ul style="list-style-type: none"> To recognise the per cent symbol (%) and understand that per cent relates to “number of parts per hundred”; and write percentages as a
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	<p>visually, including tenths and hundredths</p> <ul style="list-style-type: none"> Read and write decimal numbers as fractions (e.g. $0.71 = \frac{71}{100}$) Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents Read, write, order and compare number with up to three decimal places <p>Measurement</p> <ul style="list-style-type: none"> Convert between different units of metric measurement (for example, km and metre; cm and m; cm and mm; g and kg; litre and ml) Use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation, including scaling <p>Statistics</p> <ul style="list-style-type: none"> Year 4 – pictograms revision Interpret line graphs and timetables. 	<ul style="list-style-type: none"> Convert between different units of metric measurement (for example, km and metre; cm and m; cm and mm; g and kg; litre and ml) <p>Geometry – properties of shape</p> <ul style="list-style-type: none"> Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles Identify angles at a point and one whole turn Identify angles at a point on a straight line and $\frac{1}{2}$ a turn (180°) Identify other multiples of 90° 	<p>the shape has not changed</p> <p>Statistics Complete, read and interpret information in tables, including timetables</p> <p>Number – addition and subtraction</p> <ul style="list-style-type: none"> Add and subtract whole numbers with more than 4 digits, including using formal written methods (column) Use rounding to check answers to calculations and determine, in the context of a problems, levels of accuracy Solve addition and subtraction multi-step problems in context, deciding which operations to use and why <p>Number – multiplication and division</p> <p>Know and use the vocabulary of prime numbers, prime factors and composite numbers; Establish whether a number up to 100 is prime and recall prime numbers up to 19 Catch up on previous</p>	<p>problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and fractions with a denominator of 10 or 25</p> <p>Measurement</p> <ul style="list-style-type: none"> Convert between different units of metric measurement (for example, km and metre; cm and m; cm and mm; g and kg; litre and ml) Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints Solve problems involving converting units of time Calculate and compare the area of rectangles (including squares) and including the using standard units, cm^2 and m^2 and estimate the area of irregular shapes Estimate volume (for example, using 1cm^3 blocks to build cuboids) and capacity (for example, using water) 	<p>context.</p> <ul style="list-style-type: none"> To solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the is equal to sign (=). <p>Number: Fractions and Decimals</p> <ul style="list-style-type: none"> To recognise mixed numbers and improper fractions and convert from one form to the other, write mathematical statements > 1 as a mixed number: $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$ (= symbol referred to as equals to or is equal to). To add and subtract fractions with the same denominator and multiples of the same number. <p>Geometry: Angles</p> <p>Diagonals and problems involving angles.</p> <ul style="list-style-type: none"> To know angles are measured in degrees; estimate and compare acute, obtuse 	<p>fraction with denominator of a hundred, and as a decimal fraction.</p> <ul style="list-style-type: none"> To solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{4}{5}$ and those with a denominator of a multiple of 10 or 25. <p>Geometry and Measures</p> <p>drawing.</p> <ul style="list-style-type: none"> To measure and calculate the perimeter of composite rectilinear shapes in cm and m. To calculate and compare the area of squares and rectangles using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes. To solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. <p>Statistics</p> <ul style="list-style-type: none"> To
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			<p>weeks</p> <p>Measurement</p> <ul style="list-style-type: none"> Convert between different units of metric measurement (for example, km and metre; cm and m; cm and mm; g and kg; litre and ml) Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres <p>Geometry – properties of shape</p> <ul style="list-style-type: none"> Use the properties of rectangles to deduce related facts and find missing lengths and angles 	<p>Geometry – properties of shape</p> <ul style="list-style-type: none"> Use the properties of rectangles to deduce related facts and find missing lengths and angles <p>Geometry – position and direction</p> <p>Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed</p> <p>Number – number and place value</p> <ul style="list-style-type: none"> Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10 000 and 100,000 Solve number problems and practical problems that involve all of the above 	<p>and reflex angles.</p> <ul style="list-style-type: none"> To draw given angles, and measure them in degrees ($^{\circ}$). To identify: <ul style="list-style-type: none"> Angles at a point and one whole turn (total 360°). Angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°). Other multiples of 90°. To use the properties of a rectangle to deduce related facts and find missing lengths and angles <p>Measurement</p> <p>Volume, Time and Money.</p> <ul style="list-style-type: none"> To estimate volume (e.g. using 1cm^3 blocks to build cubes and cuboids) and capacity (e.g. using water). To use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling. To solve problems involving converting between units of time. 	<p>complete, read and interpret information in tables, including timetables.</p> <ul style="list-style-type: none"> To solve comparison, sum and difference problems using information presented in a line graph.
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Science	<p>Electricity</p> <p>Children will use resources to construct simple circuits, identifying and naming different parts. We will also investigate what will happen if we break or change a circuit. We will explore how open and closed switches effect circuits as well as identifying conductors and insulators of electricity.</p>	<p>Animals including humans</p> <p>Pupils will construct food chains from different habitats building on prior knowledge. We will identify the main elements of a food chain and try and look for similarities across a range of food chains. We will explore the life cycle of mammals, amphibians, birds and insects – looking for what is the same and what is different. Finally, we will research the reproduction process of plant and animals.</p>	<p>Earth and Space</p> <p>Using a lot of human diagrams, pupils will describe the movement of the earth and other planets relative to the sun. We will focus on using globes and torches to explain how the earth's rotation causes time zones around the world (including night and day).</p>	<p>Animals including humans (teeth and digestive system)</p> <p>Children will investigate different skeletons of animals and look for similarities and differences between them. They will be able to identify the different types of teeth and their function. We will then create a working model of the digestive system using practical resources.</p>	<p>Living things and their habitats (whole term)</p> <p>Children will Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. We will research how the environment can change which then poses new threats to animals. We will then move into Describing the differences in the life cycles of a mammals, amphibians, insects and birds; looking for similarities and differences.</p>	
PHSE Jigsaw	Being Me in My World	Celebrating difference	Healthy Me	Dreams and goals	Changing Me	Relationships
Music - Charanga		<p>Livin' On A Prayer Topic: Classic Rock</p> <p>The aim of this topic is to learn listen and appraise a range of rock songs including Livin' On A Prayer by Bon Jovi , We Will Rock You By Queen, Smoke On The Water by Deep Purple and more. We will discuss the key features of this genre and compare with Hip hop. We will then move onto</p>		<p>Lean On Me (Bill Withers) Topic: Soul an gospel based songs</p> <p>The aim of this topic is to learn listen and appraise a range soul and gospel based songs. These will include He Still Loves Me by Walter Williams and Beyoncé, Shackles by Mary Mary, Amazing Grace by Elvis</p>		

		musical activities that will include vocal games, learning to sing the song, accompanying instruments and improvising with the song. Finally, we will put our work together to perform the song and share our learning progress through out the topic.		Presley and many more. We will discuss the key features of this genre and compare with hip hop and rock. We will then move onto musical activities that will include vocal games, learning to sing the song, accompanying instruments and improvising with the song. Finally, we will put our work together to perform the song and share our learning progress through out the topic.		
French – following Rigolo 2, Units 1-6	<p>Unit 1: Salut, Gustave! Learning through a combination of activities, games and songs.</p> <p>Greet people and give and personal information. Ask and talk about sisters and brothers. Say what people have and have not using the 3rd person and avoir. Say what people are like using 3rd person and être (including</p>	<p>Unit 2: À l'école Learning through a combination of activities, games and songs.</p> <p>Name school subjects. Talk about likes and dislikes at school. Ask and say the time. Talk about timings of the school day. Project work: School in France</p>	<p>Unit 3: La nourriture Learning through a combination of activities, games and songs.</p> <p>Ask politely for food items. Describe how to make a sandwich. Express opinions about food. Talk about healthy and unhealthy foods. Project work: Finding out about French lunches and writing instructions for favourite sandwich.</p>	<p>Unit 4: En ville Learning through a combination of activities, games and songs.</p> <p>Name places in the town. Ask the way and give directions. Say where you are going. Give the time and say where you are going. Project work: Researching a town in France</p>	<p>Unit 5: En vacances Learning through a combination of activities, games and songs.</p> <p>Ask and say where you're going on holiday. Express opinions about holidays. Talk about what you're going to do on holiday. Talk about holiday plans. Project work: Finding out about French theme parks</p>	<p>Unit 6: Chez moi Learning through a combination of activities, games and songs.</p> <p>Name rooms in the house. Describe rooms in the house. Say what people do at home. Say what people do and where. Project work: Researching and making a display and presentation comparing homes in</p>

	negatives). Project work: Descriptions of people or celebrities.				and presenting information to rest of class.	France and the UK.
Computing - Purple Mash	Unit 4.2 Online Safety Programs - 2Connect (Mind Map) 2Publish Plus Display boards	Unit 3.6 Branching Databases Programs – 2Question	Unit 4.6 Animation Programs – 2Animate Unit 4.7 Effective Searching Programs – Browser 2Quiz 2Connect (Mind Map)	Unit 3.3 Spreadsheets Programs – 2Calculate Unit 3.7 Simulations Programs – 2Simulate, 2Publish	Unit 4.4 Writing for Different Audiences Programs – Writing Templates 2Simulate 2Connect (Mind Map) 2Publish Plus	Unit 4.1 Coding Main Programs – 2Code
Religious Education Emmanuel Project UKS2	Christianity – How does believing Jesus is their saviour inspire Christians to save and serve others?		Islam – How do Muslims show their submission and obedience to Allah? Why do Muslims call Muhammad the ‘seal of the prophets?’		Christianity – Why is the cross more than a symbol of sacrifice? How do Christians show that reconciliation with God and other people is important?	
Art	Drawing and Colour Artist focus = Gustav Klimt The aim of this topic is to learn about great artists, architects and designers in history (main focus = Gustav Klimt). To explore textures and materials used to create paintings and compare them to more traditional				Pattern Art (Tessellation) Artist Focus = Robert Fathauer and Bridget Riley The aim of this topic is to learn about great artists, architects and designers in history (main focus = Robert Fathauer and Bridget Riley). To understand the impact	

	<p>sketch artists. Children will also explore symbolism within Gustav's work.</p>				<p>these artist had. To compare styles. To understand that Op Art (optical Art) is twentieth century art movement and style in which artists sought to create an impression of movement on the picture surface by means of optical illusion. It is derived from, and is also known as Optical Art.</p>	
<p>Design Technology</p>		<p>Design and make picture frames</p> <p>The aim of this topic is for children to learn about how photo frames are developed and made through a process of research, design, make and evaluate. Pupils will start by investigating a range of photo frames and identifying what makes them successful. Moving forward, we will create a design specification that we will use to build our own frames. We will complete research to find what style is most popular. When building the frames we will learn to use a range of resources such as; saw, clamp, safety block, hot glue gun etc. After completing the build, we will evaluate our games to see how well they met our criteria.</p> <p>Cooking – curries from around the world</p> <p>Children to explore and discuss different curries. They will think about their favourite types of curry, different curries from around the world and investigate what the most popular curries are. Children to focus on the ingredients used to create variation such as; Vegetable, vegan, meat, Thai, English. They will design their own. Children to follow their recipe to create their unique curry. They will</p>				

			need to work safely and hygienically. Children will evaluate the design, process and taste of their own curry. Some children may suggest ways in which their recipe/design may be improved.			
P.E.	<p>Swimming</p> <p>Pupils will be taught by specialist swimming instructors who will be following the criteria set out on the Suffolk Norse swimming website. They will work through proficiency certificates from red to gold. Non swimmers will start by building water confidence such as putting faces in the water and moving through the water in different ways. Children will the move onto completing distance awards as well as different strokes. Children will also be taught in being water safe and responding to danger in the water. By the end of primary school all children should be able to swim a minimum of 25metres unaided.</p>	<p>Swimming</p> <p>Pupils will be taught by specialist swimming instructors who will be following the criteria set out on the Suffolk Norse swimming website. They will work through proficiency certificates from red to gold. Non swimmers will start by building water confidence such as putting faces in the water and moving through the water in different ways. Children will the move onto completing distance awards as well as different strokes. Children will also be taught in being water safe and responding to danger in the water. By the end of primary school all children should be able to swim a minimum of 25metres unaided.</p>	<p>Dance</p> <p>The aim of this topic is for pupils to create and perform dances using a range of movements and patterns, including those from different times, places and cultures. We will model different aspects of dance and give children opportunities to work individually and in small groups. The focus will be on collaborating and to magpie ideas to create a dance. Children will work in small groups using 16 count.</p>	<p>Football</p> <p>Children are to use knowledge of invasion games to practice attacking and defending different zones. They will also be taught different techniques for controlling, passing, and striking the ball. This will include using different parts of the foot to complete challenges as well as game situations that need different pass types coached.</p>	<p>Tennis</p> <p>Children to build on agility and movement techniques from other sports to play tennis. They are to improve footwork for sideways movements as well as forward and backward. Children are then modelled techniques for striking the ball in different ways. Challenges then set for the children to practise these while making decisions recreating game situations</p>	<p>Athletics – Track</p> <p>This topic focuses on the track events in athletics. Children are working on techniques to go from static positions to sprinting using their whole body. Working together in team events – including baton passes. We will also work on the technique for sprinting as well as slower, further distances where children need to pace themselves.</p>

Cycle 2 – 2021-2022	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
(History/ Geography)	<p>History – The Blitz</p> <p>The aim of this unit is to develop an understanding of the events leading up to and during World War Two. Pupils should be able to order events chronologically. They will be able to follow key narratives over the time period and make connections between cause and effect. Pupils will be able to compare children’s lives from then to now as well as those who were and were not evacuated.</p>	<p>Geography: Our world - Africa</p> <p>Children to start by locating Africa on a map. We will then explore the different countries within Africa. The children will then recap previous work on the Equator and how this effects the climate/biomes around the world. After finishing our map work we will compare two differing parts of Africa making comparison posters. Children will then have the chance to explore our trade links and how we are able to get exotic items so easily in our supermarkets.</p>		<p>Geography – Rivers and the water cycle</p> <p>In this topic, Children will be learning about rivers and the water cycle. We will start by labelling the water cycle and creating a diagram to explain its process. Then, we will move onto rivers and focus more specifically on the part they play. Once finished, we will explore how rivers have been used over time and how they can still affect the environment today. We will write a newspaper report on a publicised flooding to show the damage rivers can cause as well as investigating the preventative measures that can be taken to stop this.</p>	<p>History – King Edmund (A local study)</p> <p>The aim of this unit is to develop an understanding of the Life of King Edmund from birth through to his death. Pupils will learn how he came to become King. We will study how his faith (Christianity) ultimately led to his death in 870AD. Using a range of secondary sources we will learn about the Legend of King Edmund including the curse he is said to have put on Golden Bridge in Hoxne (local study).</p>	
English	Topics will be selected half termly to ensure children study and create a wide width of genres. We will also select genres that will allow children to collect all evidence needed for their writing assessments across the year.					

	<p>Genres include...</p> <ul style="list-style-type: none"> • Instructions • Non-chronological report • Recounts (letter, diary, newspaper report) • Review (book, film) • Persuasive text • Speech • Explanatory text • Character/ setting descriptions • Adventure/dilemma stories • Stories from other cultures/countries • Myths • Fantasy story • Historical fiction • Narrative poem • Riddles • Shape poems • Rhyming poems • Kennings <p>Haiku</p>											
Guided reading	<p>A range of text types will be covered over the year (taken from English list above).</p> <p>We will explore high quality texts and work on answering a range of question types including...</p> <ul style="list-style-type: none"> • Fact retrieval • Vocabulary choices • Inference • Predictions • Summarising key ideas • Gathering evidence • <p>Our texts will give the children a wide variety of choice as well as introduce them to new authors and series that they may enjoy to read for pleasure.</p>											
Maths (Year 4)	<p>Pupils to complete short (15 minutes) daily math activities to boost confidence using written methods and reasoning - fluent in five and rapid reasoning</p> <table border="1" data-bbox="235 1236 2159 1406"> <tr> <td data-bbox="235 1236 600 1406"> Number – Number and place value <ul style="list-style-type: none"> • Find 1000 more or less than a given number • Count backwards </td> <td data-bbox="600 1236 909 1406"> Statistics <ul style="list-style-type: none"> • Interpret and present discrete and continuous data using appropriate graphical </td> <td data-bbox="909 1236 1218 1406"> Number - Numbers and Place Value: <ul style="list-style-type: none"> • To </td> <td data-bbox="1218 1236 1527 1406"> Number: Mental Calculation: Solving problems, checking strategies and rapid </td> <td data-bbox="1527 1236 1836 1406"> Number – Number and place value <ul style="list-style-type: none"> • To count in multiples of 6, 7, 9, 25 and 1000. </td> <td data-bbox="1836 1236 2159 1406"> Number – Mental calculations <ul style="list-style-type: none"> • To estimate and use inverse </td> </tr> </table>						Number – Number and place value <ul style="list-style-type: none"> • Find 1000 more or less than a given number • Count backwards 	Statistics <ul style="list-style-type: none"> • Interpret and present discrete and continuous data using appropriate graphical 	Number - Numbers and Place Value: <ul style="list-style-type: none"> • To 	Number: Mental Calculation: Solving problems, checking strategies and rapid	Number – Number and place value <ul style="list-style-type: none"> • To count in multiples of 6, 7, 9, 25 and 1000.	Number – Mental calculations <ul style="list-style-type: none"> • To estimate and use inverse
Number – Number and place value <ul style="list-style-type: none"> • Find 1000 more or less than a given number • Count backwards 	Statistics <ul style="list-style-type: none"> • Interpret and present discrete and continuous data using appropriate graphical 	Number - Numbers and Place Value: <ul style="list-style-type: none"> • To 	Number: Mental Calculation: Solving problems, checking strategies and rapid	Number – Number and place value <ul style="list-style-type: none"> • To count in multiples of 6, 7, 9, 25 and 1000.	Number – Mental calculations <ul style="list-style-type: none"> • To estimate and use inverse							

<p>through zero into negative numbers</p> <ul style="list-style-type: none"> Order and compare numbers beyond 1000 Round numbers to the nearest 10,100,1000 <p>Number – Addition and subtraction</p> <ul style="list-style-type: none"> Add or subtract numbers with up to 4 digits using the formal written methods. Estimate and use the inverse operations Solve addition and subtraction two step problems. <p>Number – multiplication and division</p> <ul style="list-style-type: none"> Recall multiplication facts up to 12 x 12 (ongoing) Use place value, known and derived facts to multiply and divide mentally. Learn formal written methods for division and subtraction. (bust stop method and expanded multiplication) Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 Multiply 2 and 3 digit numbers by a one digit number using a formal method. Solve problems involving multiplying and 	<p>methods, including bar charts and line graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p> <p>Number – Fractions including decimals</p> <ul style="list-style-type: none"> Recognise and show, using diagrams, families of common equivalent fractions. Add and subtract fractions with the same denominator Recognise and write decimal equivalents of any number of tenths on hundredths Recognise and write decimal equivalents to $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$ <p>Measurement</p> <ul style="list-style-type: none"> Convert between units of measurements. Measure and calculate the perimeter of a rectangular figure (including squares) in cm and M. Find the area by counting squares. Estimate compare and calculate different measures, 	<p>recognise the place value of each digit in a 4-digit number (thousands, hundreds, tens and ones).</p> <ul style="list-style-type: none"> To identify, represent and estimate numbers using different representations. To order and compare numbers beyond 1000. To round any number to the nearest 10, 100 or 1000. To count in multiples of 6,7, 9, 25, 1000. To find 1000 more or less than a given numbers. <p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> To add and subtract numbers with up to four digits using the efficient written methods of columnar addition and subtraction when appropriate. To estimate and use inverse operations to check answers to a calculation. To solve addition and subtraction two-step problems in contexts, deciding which operations 	<p>recall</p> <ul style="list-style-type: none"> To estimate and use inverse operations to check answers to a calculation. To solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. To recall multiplication and division facts for multiplication tables up to 12 x 12. To recognise and use factor pairs and commutativity in mental calculations. To solve problems involving multiplying and adding, including the distributive law and harder multiplication problems such as which n objects are connected to m objects (See Calculation Policy). <p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> To add and subtract numbers with up to four digits using the efficient written methods of columnar addition and subtraction where appropriate. 	<ul style="list-style-type: none"> To find 1000 more or less than a given number. To count backwards through zero to include negative numbers. To recognise the place value of each digit in a 4-digit number (thousands, hundreds, tens and ones). To order and compare numbers beyond 1000. To identify, represent and estimate numbers using different representations. To round any number to the nearest 10, 100 or 1000. To solve number and practical problems that involve all of the above with increasingly large positive numbers. <p>Number: Addition, Subtraction and Measures</p> <ul style="list-style-type: none"> To estimate and use inverse operations to check answers to a calculation. To solve addition and subtraction 2-step problems in contexts, deciding which operations and methods to use and 	<p>operations to check answers to a calculation.</p> <ul style="list-style-type: none"> To solve addition and subtraction 2-step problems in contexts, deciding which operations and methods to use and why. To recall multiplication and division facts for multiplication tables up to 12 x 12. To recognise and use factor pairs and commutativity in mental calculations. To solve problems involving multiplying and adding, including using the distributive law and harder multiplication problems such as which n objects are connected to which m objects. <p>Measurement</p> <ul style="list-style-type: none"> To convert between different units of measure (km to m, hour to minute). To measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m. To find the area of rectilinear shapes by counting.
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<p>adding including using the distributive law to multiply two digit numbers by one digit</p> <p>Number – Fractions including decimals</p> <ul style="list-style-type: none"> Recognise and show, using diagrams, families of common equivalent fractions. Add and subtract fractions with the same denominator Recognise and write decimal equivalents of any number of tenths on hundredths <p>Recognise and write decimal equivalents to $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$</p> <p>Measurement</p> <ul style="list-style-type: none"> Convert between units of measurements. Measure and calculate the perimeter of a rectangular figure (including squares) in cm and M. Find the area by counting squares. Estimate compare and calculate different measures, including money in pounds and pence. <p>Statistics</p> <ul style="list-style-type: none"> Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and line graphs. 	<p>including money in pounds and pence.</p> <p>Geometry: properties of shapes</p> <ul style="list-style-type: none"> Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes Complete a simple symmetric figure with respect to a specific line of symmetry <p>Measurement</p> <ul style="list-style-type: none"> 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 find the area of rectilinear shapes by counting squares estimate, compare and calculate different measures, including money in pounds and pence <p>Geometry – properties of shape</p> <ul style="list-style-type: none"> Identify acute and obtuse angles and compare and order angles 	<p>and methods to use and why.</p> <ul style="list-style-type: none"> To estimate, compare and calculate different measures, including money in pounds and pence. <p>Number: Multiplication and Division</p> <ul style="list-style-type: none"> To recall multiplication facts for multiplication tables up to 12×12. To use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; multiplying together three 1-digit numbers. To recognise and use factor pairs and commutativity in mental calculations. To multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout. To solve problems involving multiplying and adding, including using the distributive law and harder multiplication problems such as which n objects are connected to m objects. 	<ul style="list-style-type: none"> To estimate and use inverse operations to check answers to a calculation. To solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. <p>Measures:</p> <p>Converting units of time; Solving problems that inv.</p> <ul style="list-style-type: none"> To read, write and convert between analogue and digital 12- and 24- hour clocks. To solve problems involving converting from hours to minutes; minutes to seconds; years to months and weeks to days. <p>Number: Multiplication and Division</p> <ul style="list-style-type: none"> To recall multiplication facts for multiplication tables up to 12×12. To use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; multiplying together three 1-digit numbers. 	<p>why.</p> <ul style="list-style-type: none"> To estimate, compare and calculate different measures, including money in pounds and pence. To add and subtract numbers with up to 4-digits using the efficient written methods of columnar addition and subtraction where appropriate. To estimate and use inverse operations to check answers to a calculation. To solve addition and subtraction 2-step problems in contexts, deciding which operations and methods to use and why. <p>Number - Multiplication and Division</p> <ul style="list-style-type: none"> To recall multiplication and division facts for multiplication tables up to 12×12. To use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three 1-digit numbers. To recognise and 	<ul style="list-style-type: none"> To estimate, compare and calculate different measures, including money in pounds and pence. To read, write and convert time between analogue and digital 12- and 24-hour clocks. To solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. <p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> To add and subtract numbers with up to 4-digits using the efficient written methods of columnar addition and subtraction where appropriate. To estimate and use inverse operations to check answers to a calculation. To solve addition and subtraction 2-step problems in contexts, deciding which operations and methods to use and why. <p>Number: Multiplication and</p>
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	<ul style="list-style-type: none"> Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. 	<p>up to two right angles by size</p> <ul style="list-style-type: none"> Identify lines of symmetry in 2-D shapes presented in different orientations 	<ul style="list-style-type: none"> To recall division facts for multiplication tables up to 12 x 12. To use place value, known and derived facts to multiply and divide mentally, including dividing by 1. <p>Number: Fractions including decimals</p> <ul style="list-style-type: none"> To count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten. To solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. To recognise and show, using diagrams, families of common equivalent fractions. To recognise and write decimal equivalents of any number of tenths or hundredths. To recognise and 	<ul style="list-style-type: none"> To recognise and use factor pairs and commutativity in mental calculations. To multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout. To solve problems involving multiplying and adding, including using the distributive law and harder multiplication problems such as which n objects are connected to m objects. <p>Geometry: Translations, Coordinates and properties of shape</p> <ul style="list-style-type: none"> To compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. To identify acute and obtuse angles and compare and order angles up to two right angles by size. To describe positions on a 2D grid as coordinates in the first quadrant. To 	<p>use factor pairs and commutativity in mental calculations.</p> <ul style="list-style-type: none"> To multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout. To solve problems involving multiplying and adding, including using the distributive law and harder multiplication problems such as which n objects are connected to m objects. <p>Number: Fractions and decimals</p> <ul style="list-style-type: none"> To count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten. To solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. To recognise and show, using diagrams, families of common equivalent fractions. 	<p>Division</p> <ul style="list-style-type: none"> To recall multiplication and division facts for multiplication tables up to 12 x 12. To use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three 1-digit numbers. To recognise and use factor pairs and commutativity in mental calculations. To multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout. To solve problems involving multiplying and adding, including using the distributive law and harder multiplication problems such as which n objects are connected to m objects. <p>Geometry: 2D shape, angles and coordinates.</p> <ul style="list-style-type: none"> To compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
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			<p>write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$.</p> <ul style="list-style-type: none"> To find the effect of dividing a one- or two-digit number by 10 and 100; identifying the values of the digits in the answer as units, tenths and hundredths. To round decimals with one decimal place to the nearest whole number. To compare numbers with the same number of decimal places up to two decimal places. To solve simple measure and money problems involving fractions and decimals to two places. 	<p>describe movements between positions as translations of a give unit to the left/right and up/down.</p> <ul style="list-style-type: none"> To plot specified points and draw sides to complete a given polygon. <p>Statistics: Data Handling and Measurement</p> <ul style="list-style-type: none"> To interpret and present discrete data using bar charts and continuous data using time graphs. To solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and simple line graphs. To convert between different units of measures (kilometre to metre; hour to minute). To estimate, compare and calculate different measures, including money in pounds and pence. 	<ul style="list-style-type: none"> To add and subtract fractions with the same denominator. <p>Measurement</p> <ul style="list-style-type: none"> To convert between different units of measure (litres to ml). To measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. To find the area of rectilinear shapes by counting. To estimate, compare and calculate different measures, including capacity measures and money in pounds and pence. 	<ul style="list-style-type: none"> To identify acute and obtuse angles and compare and order angles up to two right angles by size. To identify lines of symmetry in 2D shapes presented in different orientations. To describe positions on a 2D grid as coordinates in the first quadrant. To describe movements between positions as translations of a given unit to the left/right and up/down. To plot specified points and draw sides to complete a given polygon. <p>Statistics</p> <p>Interpreting and presenting data; Solving data problems.</p> <ul style="list-style-type: none"> To interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. To solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and simple line graphs.
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<p>Maths (Year 5)</p>	<p>Pupils to complete short (15 minutes) daily math activities to boost confidence using written methods and reasoning - fluent in five and rapid reasoning</p>					
<p>Number – number and place value</p> <ul style="list-style-type: none"> Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit From Year 4 – sequences <p>Number – addition and subtraction</p> <ul style="list-style-type: none"> Add and subtract whole numbers with more than 4 digits, including using formal written methods (column) Solve addition and subtraction multi-step problems in context, deciding which operations to use and why Add and subtract numbers mentally with increasingly large numbers <p>Number – multiplication and division</p> <ul style="list-style-type: none"> Multiply and divide numbers mentally drawing upon known facts Divide numbers up to 4 digits by a one-digit number using the formal written method of short division. Interpret remainders appropriately for the context. <p>Multiply and divide whole numbers and those involving</p>	<p>Statistics</p> <ul style="list-style-type: none"> Solve comparison, sum and difference problems using information presented in line graphs. Complete, read and interpret information in tables, including timetables. <p>Coordinates – reasoning about position and shape.</p> <p>Number – fractions (inc decimals and %)</p> <ul style="list-style-type: none"> Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths Read and write decimal numbers as fractions (e.g. $0.71 = \frac{71}{100}$) Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents Read, write, order and compare number with up to three decimal places <p>Measurement</p> <ul style="list-style-type: none"> Convert between 	<p>Number – number and place value</p> <ul style="list-style-type: none"> Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit Interpret negative numbers in context, count forwards or backwards with positive and negative whole number, including through zero Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10 000 and 100,000 <p>Number – fractions (inc decimals and %)</p> <ul style="list-style-type: none"> Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number (e.g. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}$) Add and subtract fractions with the same denominator and 	<p>Number – addition and subtraction</p> <ul style="list-style-type: none"> Add and subtract whole numbers with more than 4 digits, including using formal written methods (column) (Particularly subtraction from zero) <p>Number – multiplication and division</p> <ul style="list-style-type: none"> Establish whether a number up to 100 is prime and recall prime numbers up to 19 Multiply numbers up to 4 digits by a one or two-digit number using a formal written method, including long multiplication for two-digit numbers Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context Recognise and use square and cube number, and the notation for squared and cubed Solve problems involving multiplication and division including using their knowledge of facts and multiples, 	<p>Number: Numbers and Place Value:</p> <ul style="list-style-type: none"> To count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000. To interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero. To round any number up to 1,000,000 to the nearest 10, 100, 1000, 10 000 and 100,000. To solve number problems and practical problems that involve all of the above. To read numerals to 1000 (M) and recognise years written in Roman numerals. <p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> To add and subtract numbers mentally with increasingly large numbers. To solve addition and subtraction multi-step problems in contexts, deciding which operations 	<p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> To add and subtract whole numbers with more than 4-digits, including using efficient written methods (columnar addition and subtraction). To add and subtract numbers mentally with increasingly large numbers. To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. <p>Number: Multiplication and Division</p> <ul style="list-style-type: none"> To multiply numbers up to 4-digits by a 1- or 2-digit number using an efficient written method, including long multiplication for 2-digit numbers. To multiply and divide numbers mentally, drawing upon known facts. To identify multiples and factors, including finding all factor pairs of a number and 	

<p>decimals by 10, 100 and 1000</p> <ul style="list-style-type: none"> Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign From year 4: 3-digit x 1 digit; 3-digit / 1 digit <p>Number – fractions (inc decimals and %)</p> <ul style="list-style-type: none"> Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths Read and write decimal numbers as fractions (e.g. $0.71 = 71/100$) Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents Read, write, order and compare number with up to three decimal places <p>Measurement</p> <ul style="list-style-type: none"> Convert between different units of metric measurement (for example, km and metre; cm and m; cm and mm; g and kg; litre and ml) Use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal 	<p>different units of metric measurement (for example, km and metre; cm and m; cm and mm; g and kg; litre and ml)</p> <ul style="list-style-type: none"> Use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation, including scaling <p>Geometry – properties of shape</p> <ul style="list-style-type: none"> Identify 3-D shapes, including cubes and other cuboids, from 2-D representations (inc. nets) Distinguish between regular and irregular polygons based on reasoning about equal sides and angles <p>Measurement</p> <ul style="list-style-type: none"> Convert between different units of metric measurement (for example, km and metre; cm and m; cm and mm; g and kg; litre and ml) <p>Geometry – properties of shape</p> <ul style="list-style-type: none"> Know angles are measured in degrees: estimate and compare acute, obtuse and reflex 	<p>denominators that are multiples of the same number</p> <ul style="list-style-type: none"> Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and fractions with a denominator of 10 or 25 Round decimals with two decimal places to the nearest whole number and to one decimal place Read, write, order and compare number with up to three decimal places <p>Geometry – position and direction</p> <p>Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed</p> <p>Statistics</p> <p>Complete, read and interpret information in tables, including timetables</p> <p>Number – addition and subtraction</p> <ul style="list-style-type: none"> Add and subtract whole numbers with more 	<p>square and cubes</p> <ul style="list-style-type: none"> Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates <p>Number – fractions (inc decimals and %)</p> <ul style="list-style-type: none"> Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths Read and write decimal numbers as fractions (e.g. $0.71 = 71/100$) Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and fractions with a denominator of 10 or 25 <p>Measurement</p> <ul style="list-style-type: none"> Convert between different units of metric measurement (for example, km and metre; cm and m; cm and mm; g and kg; litre and ml) Understand and use approximate equivalences between 	<p>and methods to use and why.</p> <ul style="list-style-type: none"> To solve problems involving numbers up to three decimal places. <p>Number: Multiplication and Division</p> <ul style="list-style-type: none"> To multiply numbers up to 4-digits by a 1- or 2-digit number using an efficient written method, including long multiplication for 2-digit numbers. To divide numbers up to 4-digits by a 1-digit number using the efficient written method of short division and interpret remainders, appropriately for the context. To solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the is equal to sign (=). <p>Number: Fractions and Decimals</p> <ul style="list-style-type: none"> To recognise mixed numbers 	<p>common factors of two numbers.</p> <ul style="list-style-type: none"> To solve problems involving multiplication and division where larger numbers are used by decomposing them into factors (See Calculation Policy). To solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the is equal to sign (=). Percentages: Solving Problems. To recognise the per cent symbol (%) and understand that per cent relates to “number of parts per hundred”; and write percentages as a fraction with denominator of a hundred, and as a decimal fraction. To solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{4}{5}$ and those with a denominator of a multiple of 10 or 25.
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	<p>notation, including scaling</p> <p>Statistics</p> <ul style="list-style-type: none"> Year 4 – pictograms <p>revision</p> <ul style="list-style-type: none"> Interpret line graphs and timetables. 	<p>angles</p> <ul style="list-style-type: none"> Identify angles at a point and one whole turn Identify angles at a point on a straight line and $\frac{1}{2}$ a turn (180o) Identify other multiples of 90o 	<p>than 4 digits, including using formal written methods (column)</p> <ul style="list-style-type: none"> Use rounding to check answers to calculations and determine, in the context of a problems, levels of accuracy Solve addition and subtraction multi-step problems in context, deciding which operations to use and why <p>Number – multiplication and division</p> <p>Know and use the vocabulary of prime numbers, prime factors and composite numbers; Establish whether a number up to 100 is prime and recall prime numbers up to 19 Catch up on previous weeks</p> <p>Measurement</p> <ul style="list-style-type: none"> Convert between different units of metric measurement (for example, km and metre; cm and m; cm and mm; g and kg; litre and ml) Measure and calculate the perimeter of composite rectilinear 	<p>metric units and common imperial units such as inches, pounds and pints</p> <ul style="list-style-type: none"> Solve problems involving converting units of time Calculate and compare the area of rectangles (including squares) and including the using standard units, cm² and m² and estimate the area of irregular shapes Estimate volume (for example, using 1cm³ blocks to build cuboids) and capacity (for example, using water) <p>Geometry – properties of shape</p> <ul style="list-style-type: none"> Use the properties of rectangles to deduce related facts and find missing lengths and angles <p>Geometry – position and direction</p> <p>Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed</p> <p>Number – number and</p>	<p>and improper fractions and convert from one form to the other, write mathematical statements > 1 as a mixed number: $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$ (= symbol referred to as equals to or is equal to).</p> <ul style="list-style-type: none"> To add and subtract fractions with the same denominator and multiples of the same number. <p>Geometry:</p> <p>Angles</p> <p>Diagonals and problems involving angles.</p> <ul style="list-style-type: none"> To know angles are measured in degrees; estimate and compare acute, obtuse and reflex angles. To draw given angles, and measure them in degrees (°). To identify: <ul style="list-style-type: none"> Angles at a point and one whole turn (total 360°). Angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°). Other multiples of 90°. To use the properties of a rectangle 	<p>Geometry and Measures</p> <p>drawing.</p> <ul style="list-style-type: none"> To measure and calculate the perimeter of composite rectilinear shapes in cm and m. To calculate and compare the area of squares and rectangles using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes. To solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. <p>Statistics</p> <ul style="list-style-type: none"> To complete, read and interpret information in tables, including timetables. To solve comparison, sum and difference problems using information presented in a line graph.
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			<p>shapes in centimetres and metres</p> <p>Geometry – properties of shape</p> <ul style="list-style-type: none"> Use the properties of rectangles to deduce related facts and find missing lengths and angles 	<p>place value</p> <ul style="list-style-type: none"> Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10 000 and 100,000 Solve number problems and practical problems that involve all of the above 	<p>to deduce related facts and find missing lengths and angles</p> <p>Measurement</p> <p>Volume, Time and Money.</p> <ul style="list-style-type: none"> To estimate volume (e.g. using 1cm³ blocks to build cubes and cuboids) and capacity (e.g. using water). To use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling. To solve problems involving converting between units of time. 	
Science	<p>Properties and changes of materials</p> <p>Children will use a range of practical resources to Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. They will then explore the uses of these materials; giving reasons based on evidence from</p>	<p>States of matter</p> <p>Children will use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. We will then aim to prove that we can change some states of matter and then reverse them. Through observations we will investigate how some materials change state</p>	<p>Forces (whole term)</p> <p>During this topic pupils will explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. We will then investigate what can affect the speed that this occurs (air resistance). We will create concept cartoons to explain the other forces that can work against gravity. Finally, making mechanisms and investigating how their components can allow a smaller force to have a greater effect.</p>	<p>Sound</p> <p>Pupils will recognise that vibrations from sounds travel through a medium to the ear. We make a visual display of this by using a slinky. We will explore patterns between the volume of a sound and the strength of vibrations. After labelling parts of the ear, pupils will use 3 different hoses to create their own stethoscope and test which is the best conductor of sound.</p>		

	investigations. We will be focussing on justification for reasoning including predictions about reversible and irreversible changes.	when heated or cooled and explain the science behind this. Finally, we will look at the part evaporation plays in the water cycle.				
PHSE Jigsaw Year	Being Me in My World	Celebrating difference	Healthy Me	Dreams and goals	Changing Me	Relationships
Music - Charanga		Fresh Prince of Bel Air: Hip Hop The aim of this topic is to learn listen and appraise the Fresh prince of Bel Air and other hip hop tunes, discussing the main features, as well as similarities and differences from other genres. We will then move onto musical activities that will include; vocal games, learning to sing the song, accompanying instruments and improvising with the song. Finally, we will put our work together to perform the song and share our learning progress through out the topic.		Mama Mia: 70s Pop The aim of this topic is to learn listen and appraise a range of Abba pop songs including Dancing Queen, Winner take all, Waterloo and more. We will discuss the key features of this genre and compare with other genres we have studied. We will then move onto musical activities that will include vocal games, learning to sing the song, accompanying instruments and improvising with the song. Finally, we will put our work together to perform the song and share our learning progress through out the topic.		
French Following Rigolo 2, Units 7-12	Unit 7: Le week-end Learning through a combination of activities, games and songs.	Unit 8: Les vêtements Learning through a combination of activities, games and songs.	Unit 9: Ma journée Learning through a combination of activities, games and songs.	Unit 10: Les transports Learning through a combination of activities, games and songs.	Unit 11: Le sport Learning through a combination of activities, games and songs.	Unit 12: On va faire la fête! Learning through a combination of activities, games and

	<p>Ask and talk about regular activities. Say what you don't do. Ask and say what other people do. Talk about what you like/dislike doing. Project work: Weekly profile of an English and a French young person.</p>	<p>Ask and say what clothes you'd like. Give opinions about clothes. Say what clothes you wear. Ask and talk about prices (including 60–80). Project work: presenting a PowerPoint Presentation or display of uniform and contrasting with what a French young person would wear for school.</p>	<p>Ask and talk about daily routine. Talk about times of daily routine. Ask and talk about breakfast. Talk about details of a typical day. Project work: Similarities and differences in daily routine in France and GB.</p>	<p>Talk about forms of transport. Ask and talk about where you're going and how you get there. Talk about plans for a trip. Buy tickets at the station Project work: Plan a trip to a French-speaking country.</p>	<p>Talk about which sports you like. Say what you think of different sports. Give reasons for preferences. Talk about a sporting event. Project work: Making a PowerPoint presentation or display on an aspect of sport.</p>	<p>songs. Revise forms of transport, places and immediate future plans. Revise descriptions of people and clothes. Revise opinions of food and clothes. Order food in a café. Project work: Preparing for a French day or event; setting up a café and performing songs and sketches.</p>
Computing - Purple Mash	<p>Unit 3.2 Online Safety Unit 3.5 Emails Programs – 2Email, 2Diy, 2Connect</p>	<p>Unit 4.5 Logo Programs – 2Logo</p>	<p>Unit 3.8 Graphing Programs – 2Graph Unit 4.8 Hardware investigators Programs – Various</p>	<p>Unit 3.4 touch typing Programs – 2type</p>	<p>Unit 3.1 Coding Programs - 2Code</p>	<p>Unit 4.3 Spreadsheets Programs – 2Calculate</p>
Religious Education - Emmanuel Project UKS2	<p>Christianity – Why is the Gospel such good news for Christians?</p>		<p>Hinduism – What spiritual pathways to Moksha are written about in Hindu scriptures? How do questions about Brahman and Atman</p>		<p>Christianity – Should believing in the resurrection change how Christians view life and death?</p>	

			influence the way a Hindu lives?			
Art	<p>Drawing and Colour Artist focus = Henri Roussea</p> <p>The aim of this topic is to learn about great artists, architects and designers in history (main focus = Henri Roussea). 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 colour mixing.</p>				<p>Printing (3 colour lino prints) Artist focus = Thomas Bewick and William Morris</p> <p>The aim of this topic is to learn about great artists, architects and designers in history (main focus = Thomas Bewick and William Morris). To understand the impact these artist had. To compare styles. To create art work using print making resources such as polystyrene and lino printing. Final outcome is to make a 3 layered lino print imitating some element for either focus Artist.</p>	
Design Technology			<p>Design and make electrical games The aim of this topic is for children to learn about how games are developed and made through a process of research, design, make and evaluate. Pupils will start by investigating a range of games and identifying what makes them successful. Moving forward, we will create a design specification that we will use to build our game. We will complete research to find what children want from their game to ensure our end product is successful. After completing the build, we will evaluate our games to see how well they met our criteria.</p> <p>Cooking – biscuit structures Children to explore and discuss different biscuits. They will think about their favourite types of biscuits, different</p>			

			biscuits for different people and purposes, and investigate what the most popular biscuits are. Children to explore different biscuits for different occasions, also focussing on the texture, taste and strength. They will design their own biscuits that will be successful in making a gingerbread house structure. Children to follow their designs to create their unique biscuit structures. They will need to work safely and hygienically when making their biscuits. Children will evaluate the design, process and taste of their own biscuit. Some children may suggest ways in which their recipe/design may be improved.			
P.E.	<p>Swimming Pupils will be taught by specialist swimming instructors who will be following the criteria set out on the Suffolk Norse swimming website. They will work through proficiency certificates from red to gold. Non swimmers will start by building water confidence such as putting faces in the water and moving through the water in different ways. Children will the move onto completing distance awards as well as different strokes. Children will also be taught in being water safe and responding to danger in the water. By the end of primary school all children should be able to swim a minimum of 25metres unaided.</p>	<p>Swimming Pupils will be taught by specialist swimming instructors who will be following the criteria set out on the Suffolk Norse swimming website. They will work through proficiency certificates from red to gold. Non swimmers will start by building water confidence such as putting faces in the water and moving through the water in different ways. Children will the move onto completing distance awards as well as different strokes. Children will also be taught in being water safe and responding to danger in the water. By the end of primary school all children should be able to swim a minimum of 25metres</p>	<p>Gymnastics During this topic, children will consolidate existing skills and gain new ones. They will learn new movements as well as how to effectively showcase these moves thinking about control and posture. They will plan, use, adapt strategies, tactics and compositional ideas for individual, pair, small group and small-team activities. After seeing some good examples, children will identify what makes a performance effective, trying to recreate and adapt movements for their own routine. Finally, we will suggest improvements based on performances.</p>	<p>Rounders Children to practise the skills required to play rounders. Building on from previous knowledge of striking and fielding, pupils are to apply techniques to mini game scenarios. Pupils will have a good understanding of the rules of rounders which will help their decision making when fielding or sunning round bases.</p>	<p>Tennis Children to build on agility and movement techniques from other sports to play tennis. They are to improve footwork for sideways movements as well as forward and backward. Children are then modelled techniques for striking the ball in different ways. Challenges then set for the children to practise these while making decisions recreating game situations</p>	<p>Athletics – Field events This athletics topic is focussing on field events and techniques needed. Examples include dynamic sequences to jump and throw. Children will be able to complete a combination of movements to move with purpose and control. Pupils will improve their overall rhythm as well as hand eye coordination and body movements.</p>

		<i>unaided.</i>				
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