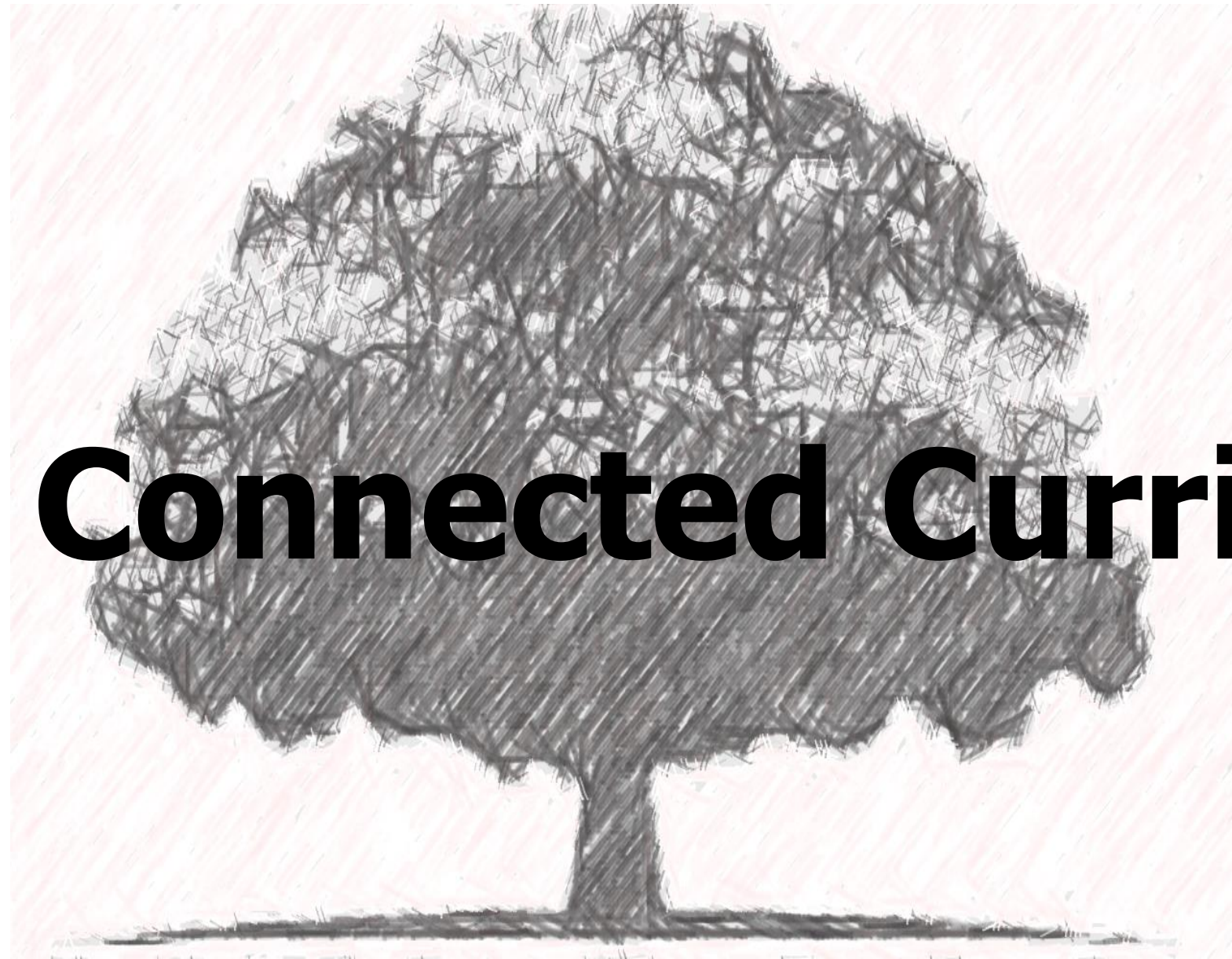


Kelsall Connected Curriculum



'A Love for Learning'

Kelsall Primary & Nursery School

Connected Overview – Year 4



Cheshire Academies Trust
Inspiring hearts and minds



KELSALL
PRIMARY AND
NURSERY SCHOOL
A LOVE FOR LEARNING



Creative and Inclusive Practice at Kelsall Primary & Nursery School

At Kelsall Primary & Nursery School we know that the knowledge and skills that flow from a progressive and well sequenced curriculum are vitally important. They enable pupils to build on prior knowledge and skills acquired in previous years and work towards a better understanding of each subject area. We are also aware of how learning to learn skills and interpersonal skills are equally important to support pupils in becoming effective learners, contributing to a better world. We want our pupils to have agency, belonging and purpose. Through our

Creative habits model, we aim to grow our pupil's creativity. The creative ability to be Collaborative, Reflective, Persistent, Inquisitive, Imaginative and Caring. Attributes skills and knowledge that will support our pupils to become confident, autonomous learners.




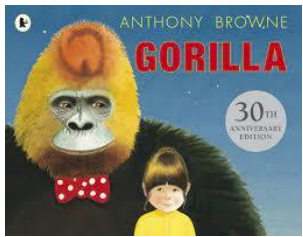
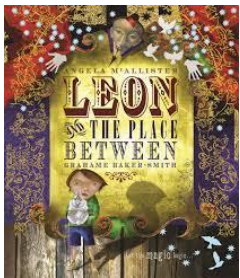
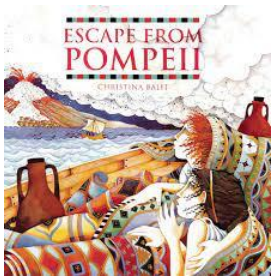
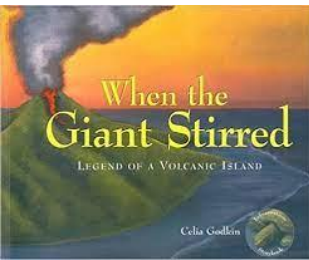
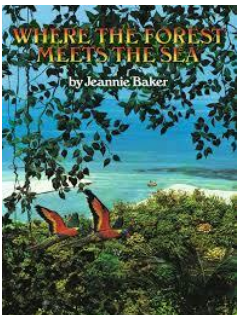







When we are getting things right for our learners with SEND, we are getting it right for all learners. Inclusive Practice means we use approaches that are effective for learners with SEND. This will provide all learners with opportunities to learn in small steps and carefully build upon their prior knowledge. This is done through a range of approaches including:


- creating a language rich environment which is vital to closing the gap between learners with SEND and their peers and enabling future attainment.
- demonstrating what we want learners to do and show them what we mean.
- using physical resources to help abstract concepts become more accessible and meaningful and recognise the value of Dual Coding.
- reducing Cognitive Load and activate children's prior knowledge/schema through a connected curriculum that builds of prior learning, knowledge and skills and provides regular opportunities for learners to practise recalling what they have learnt, to help them easily access this information when it is needed.








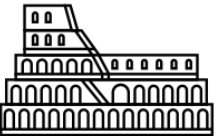



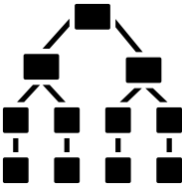




'With reference to **'Embedding Inclusive Practice'**, NASEN

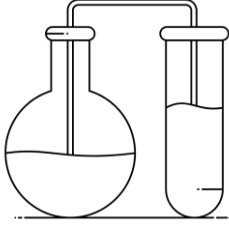
English and Mathematics Curriculum Overviews


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
	Focus: Fantasy Story	Focus: Recounts, diary writing	Focus: Historical narratives	Focus: Adventure story	Focus: Non-chronological report	Focus: Explanation texts, writing in role
Reading Curriculum						

	Place Value with 1000 Addition and Subtraction	Additional and Subtraction Multiplication and Division	Multiplication and Division Length and Perimeter	Fractions Decimals	Decimals Money Time	Properties of shape Position and direction
Mathematics Curriculum						

Connected Curriculum

 Connected Curriculum	Geography European Countries  History Ancient Greece 	Science Digestion 	Science Evaporation and Condensation  History Roman Empire  Geography Changes in Chester 	Science Sound  Geography Volcanoes and Earthquakes 	Science Classification  Geography Rainforests 	Science Electricity  Geography Geographical regions and characteristics  History Mam Tor 
Year 4						

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2																																																						
<p>Science</p> <p>End Points</p> 		<p>Describe the simple functions of the basic parts of the digestive system in humans</p>	<p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Recognise that vibrations from sounds travel through a medium to the ear.</p>	<p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p>	<p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p>																																																						
<p>Curriculum Objectives (Substantive Knowledge)</p>		<p>Animals including humans</p> <ul style="list-style-type: none"> Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey. 	<p>States of Matter</p> <ul style="list-style-type: none"> Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (oC). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p>Sound</p> <ul style="list-style-type: none"> Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produce it. 	<p>Living things</p> <ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things 	<p>Electricity</p> <ul style="list-style-type: none"> Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzes. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators and associate metals with being good conductors. 																																																						
<p>Working Scientifically (Disciplinary Knowledge)</p>				<p>Key Vocabulary</p>																																																								
<ul style="list-style-type: none"> Ask relevant questions about what they notice. Makes systematic and careful observations using a range of equipment. Sets up simple practical enquiries, comparative and fair tests. Identifies differences, similarities or changes related to simple scientific ideas and processes. Uses test results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Gathers, records and classifies data in a variety of ways to help in answering questions. 				<table border="0"> <tr> <td>digestive system</td> <td>vertebrates</td> <td>solid</td> </tr> <tr> <td>organs</td> <td>fish</td> <td>liquid</td> </tr> <tr> <td>salivary glands</td> <td>amphibians</td> <td>gas</td> </tr> <tr> <td>oesophagus</td> <td>reptiles</td> <td>evaporation</td> </tr> <tr> <td>small/large intestine</td> <td>mammals</td> <td>condensation</td> </tr> <tr> <td>enzymes Function</td> <td>birds</td> <td>particles</td> </tr> <tr> <td>canine</td> <td>invertebrates</td> <td>vibration</td> </tr> <tr> <td>incisor</td> <td>insects</td> <td>water cycle</td> </tr> <tr> <td>molar</td> <td>spiders</td> <td>components</td> </tr> <tr> <td>food chains</td> <td>crustaceans</td> <td>cells</td> </tr> <tr> <td>herbivore</td> <td>insects</td> <td>battery</td> </tr> <tr> <td>carnivore</td> <td>molluscs</td> <td>circuit</td> </tr> <tr> <td>predator</td> <td>environment</td> <td>series</td> </tr> <tr> <td>prey</td> <td>habitats</td> <td>conductors</td> </tr> <tr> <td>consumer</td> <td>classification</td> <td>insulators</td> </tr> <tr> <td>producer</td> <td>endangered</td> <td>vibration</td> </tr> <tr> <td></td> <td>protection</td> <td>wave</td> </tr> <tr> <td></td> <td>species</td> <td>pitch</td> </tr> </table>			digestive system	vertebrates	solid	organs	fish	liquid	salivary glands	amphibians	gas	oesophagus	reptiles	evaporation	small/large intestine	mammals	condensation	enzymes Function	birds	particles	canine	invertebrates	vibration	incisor	insects	water cycle	molar	spiders	components	food chains	crustaceans	cells	herbivore	insects	battery	carnivore	molluscs	circuit	predator	environment	series	prey	habitats	conductors	consumer	classification	insulators	producer	endangered	vibration		protection	wave		species	pitch
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Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography End Points 	To develop knowledge of the countries of Europe and their geographical features, using maps and sources to focus on land use, migration and the reasons people move between countries.		Explore and describe how the city of Chester has changed over time, examining land-use patterns, human and physical geography and comparing mapwork and geographical data using atlases and digital resources.	Use map work and digital resources to identify the properties of volcanoes and earthquakes, including how they are formed, where they are present and the effect they have upon communities and land use around them.	To use geographical language, maps and atlases to describe and understand the location and key geographical features of the amazon Rainforest	To study the UK physical features of the Peak District (Mam Tor)– understanding the physical and topographical characterises of its hills and mountains
Curriculum Objectives (Substantive Knowledge)	European Countries <ul style="list-style-type: none"> Name and locate the countries of Europe and identify their main physical and human characteristics, major cities and different environmental regions using maps to focus on time zones 		Local Geography <ul style="list-style-type: none"> Understand the locality of Chester and how this land-use has changed over time Use fieldwork to observe, measure, record the human and physical features in of Chester using a range of methods, including sketch maps, plans and graphs, and digital technologies 	Human and Physical Geography <ul style="list-style-type: none"> Describe and understand key aspects of volcanoes and earthquakes. Identify how volcanoes are formed Identify and label the parts of a volcano Land patterns and settlements 	Location Knowledge <ul style="list-style-type: none"> Name and locate the countries of Europe and identify their main physical and human characteristics North and South America Explore the climate zones and vegetation belts of the Amazon Rainforest and the impact these changing conditions have on the animals that call this place home 	Human and physical Geography <ul style="list-style-type: none"> To explore the physical features of a region of the UK. Understanding the different characteristics of mountains and hills Explore the land-use of this region and the important topographical characteristics Use maps, atlases, globes and digital/computer mapping to locate and describe features.

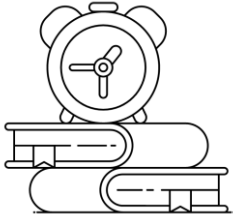

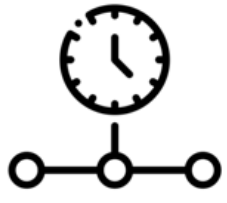



Geography Fieldwork & Skills (Disciplinary Knowledge) **Key Vocabulary**

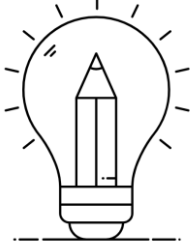





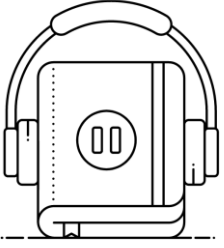
Geographical Skills and Fieldwork


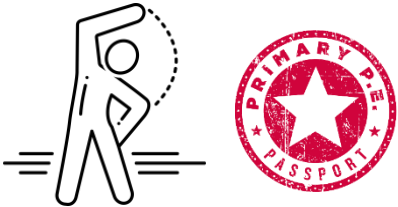
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
- Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world


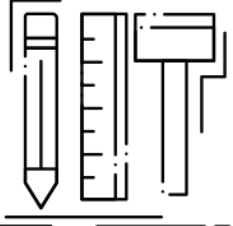
European country names	earthquake
land mass	igneous
border	metamorphic
ocean	volcanic
volcano	erupt
tectonic plates	flow
erosion	ash
abrasion	vent
magma	ash fall
molten	crater
lava	active
crust	dormant
mantle	fault
core	mountainous
tremor	aftershock
magnitude	tsunami
Richter scale	





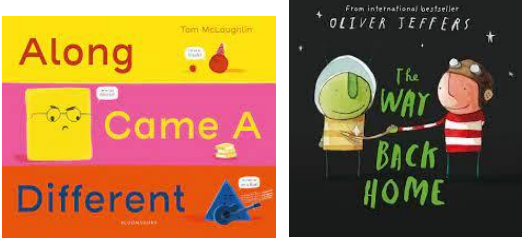
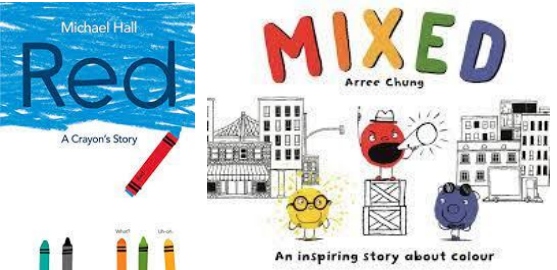
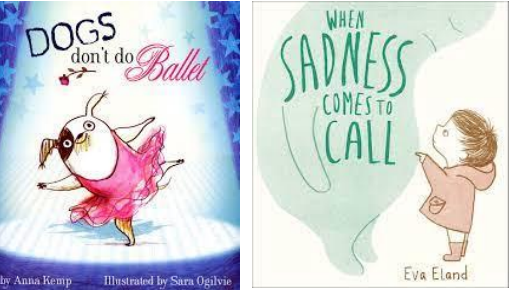
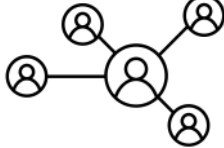

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>History End Points</p> 	<p>To understand and articulate life during the time of Ancient Greece, its influence on the western world and how it's legacy can be seen today through culture, art and society.</p>		<p>To develop knowledge of the Roman Empire and its impact on Britain, including significant events and people from the time and how these shaped future Britain.</p>	<p> To study Dewa Chester and explain how the architecture played, and continues to play an integral part in the history of present day Chester through its legacy.</p>		<p>To explore to history of Mam Tor and how the well-defended hilltop played a vital part in early Celtic life.</p>
<p>Curriculum Objectives (Substantive Knowledge)</p>	<p>Ancient Greece:</p> <ul style="list-style-type: none"> • Study of Greek life & achievements and their influence on the western world. • Compare some of the times studied with those of other areas of interest around the world. 		<p>The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> • Build an understanding of Britain's past and the wider world • Make connections and contrasts e.g. change, cause, similarities and differences between different times in the past covered so far. • To describe how the past can be represented or interpreted in a few different ways. • Place events, artefacts and historical figures on a time line using dates and the concept of change over time 	<p>Local History</p> <ul style="list-style-type: none"> • Understand the history of Dewa Chester and impact the Roman architecture sill has on Chester today • Tell the past is different from today and explore how Chester has changes over time • Use artefacts, pictures, stories, online sources and databases to find out about the past • Use evidence to ask questions and find answers to questions about the past 		<ul style="list-style-type: none"> • To briefly study the history of Mam Tor and the hilltop • To understand the part Mam Tor played in early Celtic life • Place events, artefacts and historical figures on a time line using dates and the concept of change over time
<p>Historical Enquiry Skills (Disciplinary Knowledge)</p>				<p>Key Vocabulary</p>		
<ul style="list-style-type: none"> • Use primary sources to ask and answer questions • Find places Romans then Vikings settled on a map and suggest geographical reasons why this might be; • Ask different types of questions about the past and find answers to questions about the past; • Use appropriate historical vocabulary to communicate, including: dates; time period; era; change; chronology; • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past – think about how to share this clearly with other people <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div data-bbox="308 1562 584 1839" style="text-align: center;">  Chronology </div> <div data-bbox="602 1562 857 1839" style="text-align: center;">  Invasion & Settlement </div> <div data-bbox="878 1562 1160 1839" style="text-align: center;">  Society </div> <div data-bbox="1178 1562 1430 1839" style="text-align: center;">  People of the Past </div> </div>				<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>interpretation facts/opinion evidence chronology constructing a timeline ordering artefacts research enquiry comparison Julius Caesar Claudius invasion conquest</p> </div> <div style="width: 45%;"> <p>resistance Boudica Romanisation hypocaust viaduct /aqueduct gladiator coliseum amphitheatre Hadrian's Wall</p> </div> </div>		

Subject	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
<p>Art</p> <p>End Points</p> 	<p>Gorillas Antony Browne Strong painting</p> <p>I can design a monochrome acrylic painting using the artwork of Anthony Browne as a starting point. I can work with a partner effectively and I can evaluate my own work, suggesting improvements.</p>	<p>Greeks Leon and the Place Between Marc Chagall Mask making Self-Portraits</p> <p>I can create a Greek mask using a range of art materials. In the style of Marc Chagall, I can develop a self-portrait using inks, pastels and acrylics. I am able to evaluate and self-reflect as well as use my sketchbook to record facts and information about the artists studied</p>	<p>Escape from Pompeii Nick Rowland Volcano Sculpture</p> <p>I can create a 3D volcano sculpture using card, paper, glue and paints. I can develop my sculpture to reflect the nature of the volcano study linking to the artist. I can appraise my own and others work.</p>	<p>A giant stirred Gauguin Mixed media paintings</p> <p>I can use a range of media to develop a mixed media piece of work based on the illustrations from the core book we are studying.</p>	<p>Forest Contemporary British Artists Mark making</p> <p>I can develop my own ideas from initial mark making exercises outdoors in AREA 13.</p>	<p>Blue John Figures</p> <p>I can create a figurative collage using myself as a model. I can use a range of materials to develop my ideas.</p> 
<p>Curriculum Objectives (Substantive Knowledge)</p>	<p>Making Skills (Procedural Knowledge)</p> <p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques. Develop ability to accurately identify and render 2D & 3D geometric shapes when drawing from observation or second-hand sources, becoming aware of proportion, scale and order. Make progress in controlling line & shading with graphite, chalks and charcoal to describe shape, form and light and shade. Practice drawing quick, light lines (sketching) & more deliberate, measured lines. Learn different styles of drawing; Graphic (cartoon, graffiti, caricatures etc.) Realistic (portrait, still life etc.) Abstract (fine art, emotions) Use paint with sensitivity & control, more accurately applying appropriate amounts of paint to the surface. Use different types of paint such as poster paint, powder, watercolour or acrylic for example. Know when to use these paints & name some of their properties.</p>		<p>Generating Ideas (Conceptual)</p> <p>Explore ideas Record Feelings & Experiences Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries. so their sketchbook becomes a very personal space. They might make art from things they can see from observation; their environment, photographs etc. then translate them into new materials. Make art for expression, imagination, and pleasure. Develop initial ideas into final work adapting work as it progresses. Make art for expression, imagination, and pleasure. Develop initial ideas into final work adapting work as it progresses.</p>		<p>Knowledge (Factual)</p> <p>Learn great Artists, Craft & Design Learn how artists use formal elements Study significant works of art, craft, design and architecture and give more complex personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Study how other artists' make art, including the work of other peoples and cultures, past and present. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).</p> 	<p>Evaluation (Metacognition)</p> <p>Orally describe their work and the work of others, describing the formal elements of colour, line, Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. Uses evaluation to understand what they need to improve and that all artists do this.</p> 
<p>Music</p> <p>End Points</p> 	<p>Mamma Mia!</p> <p>Identify the piece's structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus. Identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums. Find the pulse whilst listening.</p>	<p>Glockenspiel 2</p> <p>Learn more complex rhythm patterns. Revise, play and read the notes C, D, E, F + G.</p>		<p>Lean On Me</p> <p>Identify the piece's structure: Intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro. Identify the instruments/voices: Male vocal, backing vocal, piano, bass, drums, organ. Find the pulse whilst listening and identify tempo changes, changes in dynamics and texture</p>	<p>Blackbird</p> <p>Identify the themes: Equality, civil rights. Identify instruments/voices: Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong. Do the words tell a story? Does the music create a story in your imagination? What story?</p>	<p>Reflect, Rewind and Replay</p>
<p>Curriculum Objectives (Substantive Knowledge)</p>	<p>Listen and Appraise</p> <ul style="list-style-type: none"> To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: Some of the style indicators of that song (musical characteristics that give the song its style). The lyrics: what the song is about. Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). Identify the main sections of the song (introduction, verse, chorus etc). 	<p>Singing</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other Texture: How a solo singer makes a thinner texture than a large group To know why you must warm up your voice. 	<p>Playing Instruments</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> The instruments used in class (a glockenspiel, recorder or xylophone). Other instruments they might play or be played in a band or orchestra or by their friends. 	<p>Improvisation</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> The instruments used in class (a glockenspiel, recorder or xylophone). Other instruments they might play or be played in a band or orchestra or by their friends. 	<p>Composition</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.) 	<p>Performance</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music

Subject	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
<p>Religious Education</p> <p>End Points</p> 	<p>Children can describe what happens at the Seder Meal and understand how the Torah Scrolls are located in a Synagogue. They can describe how Jews worship at home and in Synagogues for different events and festivals.</p>	<p>Children can retell the Christmas story and understand what this means to Christians. They can talk about the term incarnation and how this concept can be seen within Christianity.</p>	<p>Children can describe what a parable is and give an example of one Jesus told. They can describe the meanings behind parables and how Christians use these to make good choices in life.</p>	<p>Children can order and retell the Easter story, linking symbols and describing their own thoughts and feelings. They can discuss why Jesus was put n the cross and articulate the meaning of suffering and sacrifice.</p>	<p>Children can articulate how Hindus recognise one of the deity and recall names of Gods and Goddesses Hindus worship. They can explain the concept of create, preserve and destroy and talk about Hindu worship at home and in the Mandir for festivals such as Holi.</p>	<p>Children can articulate what Humanism is and how it differs to the main world religions and also draw parallels to religious beliefs. To know what Humanists believe about human beings.</p>
<p>Curriculum Objectives (Substantive Knowledge)</p>	<p>Judaism: How do Jews demonstrate their faith through their communities?</p> <ul style="list-style-type: none"> • Explore belief in action and make connections with my own life and communities. • Give thoughtful responses using different forms of expression. • Discuss why worshippers choose to attend a particular place of worship and what it means to belong. 	<p>Christianity: Why do Christians think about Incarnation at Christmas?</p> <ul style="list-style-type: none"> • Describe religions and world views, connecting ideas and prior learning. • Consider and discuss examples of key leaders in stories from different faiths as peacemakers and what this means. 	<p>Christianity: How did Jesus teach about God and values through parables?</p> <ul style="list-style-type: none"> • Describe and understand links between stories and other aspects of the communities investigated. • Respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. • Observe and understand varied examples of religions and worldviews and can explain, with reasons, their meanings and significance to individuals and communities. 	<p>Christianity: How can I understand different Easter concepts?</p> <ul style="list-style-type: none"> • Describe and make connections between different features of the religions and worldviews we have studied. • Talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas • Discuss why worshippers choose to attend a particular place of worship and what it means to belong. 	<p>Hinduism: How do Hindus worship?</p> <ul style="list-style-type: none"> • Describe and make connections between different features of the religions and worldviews we have studied. • Talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas. • Explore and describe a range of beliefs, symbols and actions to understand different ways of life and ways of expressing meaning. • Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, and respond thoughtfully to ideas about community, values and respect. 	<p>Free Choice: Humanist approach to life and how they view human beings.</p> <ul style="list-style-type: none"> • Revisit fundamentals of Humanism • Explore the key values of: Freedom, Responsibility and Connections. • Know a Humanist understanding of human beings (including origin story).
<p>Physical Education</p> <p>End Points</p> 	<p>Striking & fielding To begin to strike a bowled ball in an intended direction and into space, playing cooperatively with teammates.</p>	<p>Dance To remember, repeat and perform longer sequences that include changes of speed and level, clear shapes and good quality movements.</p>	<p>Dance To remember, repeat and perform longer sequences that include changes of speed and level, clear shapes and good quality movements.</p>	<p>Invasion Games To use a range of skills, actions and techniques when playing games, performing longer sequences of good quality movements.</p>	<p>Multi-Sports To use a range of actions, skills and techniques, performing longer sequences of movement and good quality movements.</p>	<p>Athletics To take part in running, jumping, throwing and rely activities with fluency and control.</p>
<p>Curriculum Objectives (Substantive Knowledge)</p>	<p>Throw and catch a balls at different speeds, directions and heights. • Choose and use a range of simple tactics and strategies. • Keep, adapt and make rules for striking and fielding games.</p>	<p>Confidently improvises with a partner or on their own. • Beginning to create longer dance sequences in a larger group. • Demonstrating precision and some control in response to stimuli. • Beginning to vary dynamics and develop actions and motifs. • Demonstrates rhythm and spatial awareness. • Modifies parts of a sequence as a result of self-evaluation. • Uses simple dance vocabulary to compare and improve work.</p>	<p>Confidently improvises with a partner or on their own. • Beginning to create longer dance sequences in a larger group. • Demonstrating precision and some control in response to stimuli. • Beginning to vary dynamics and develop actions and motifs. • Demonstrates rhythm and spatial awareness. • Modifies parts of a sequence as a result of self-evaluation. • Uses simple dance vocabulary to compare and improve work.</p>	<p>play 3vs1 and 4vs1 and how to use the space and help each other. • Score more regularly without making mistakes. • Choose and adapt their techniques to keep possession and give their team chance to shoot. • Plan ideas and tactics similar across invasion games. • Know what rules are needed to make games fair. • Understand simple patterns of play. • Evaluate how successful their tactics have been, use appropriate language to describe performance and identify what they do that makes things difficult for their opponents. • Know which passes are best, tactics to keep possession.</p>	<p>Beginning to build a variety of running techniques and use with confidence. • Can perform a running jump with more than one component. e.g. hop skip jump (triple jump) • Demonstrates accuracy in throwing and catching activities. • Describes good athletic performance using correct vocabulary. • Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence. • Can perform a running jump with more than one component. e.g. hop skip jump (triple jump) • Demonstrates accuracy in throwing and catching activities. • Describes good athletic performance using correct vocabulary. • Can use equipment safely and with good control.</p>

Subject	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
<p>Computing End Points</p> 	<p>Digital Literacy: networks Understand how computer networks can provide multiple services, such as the world wide web</p>		<p>Computer Science: write and debug programs Use repetition in programs</p>		<p>Information Technology: create digital content Can choose from a variety of software and internet services to accomplish given goals</p>	
<p>Curriculum Objectives (Substantive Knowledge)</p>	<ul style="list-style-type: none"> Describe how content can be added and accessed on the World Wide Web Recognise how the content of the WWW is created and shared by people 		<ul style="list-style-type: none"> Identify patterns (repetition) in a sequence Understand repetition in programming is also called looping Identify a loop in a program Understand, identify and justify when to use 'infinite' or 'count - controlled' loops <p>Explain the importance in instruction order in a loop</p>		<ul style="list-style-type: none"> Press/tap buttons to start and stop recordings Recognise recorded audio is stored as a file Edit and alter recorded audio Layer sounds Save/export an audio file <p>Consider the results of editing choices made</p>	
<p>Design & Technology End Points</p> 	<p>Design, Make and Evaluate Assignment (DMEA)</p> <p>Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product?</p> <p>Healthy and Varied Diet Possible ideas Make a healthy meal for Hannah and the Gorilla</p> <p>Shell structures using computer-aided design (CAD) Possible ideas Design a circus tent/toy</p>		<p>Design, Make and Evaluate Assignment (DMEA)</p> <p>Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product?</p> <p>2-D shape to 3D product Possible ideas Sew an ancient Greek money bag</p>		<p>Design, Make and Evaluate Assignment (DMEA)</p> <p>Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product?</p> <p>Electrical Systems – simple circuits and systems Possible ideas Make a torch</p>	
<p>Curriculum Objectives (Substantive Knowledge)</p>	<p>Designing</p> <ul style="list-style-type: none"> Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and the functional and aesthetic purposes of the product. Develop ideas through the analysis of existing shell structures and use computer-aided design to model and communicate ideas. <p>Making</p> <ul style="list-style-type: none"> Plan the order of the main stages of making. Select and use appropriate tools and software to measure, mark out, cut, score, shape and assemble with some accuracy. Explain their choice of materials according to functional properties and aesthetic qualities. Use computer-generated finishing techniques suitable for the product they are creating. <p>Evaluating</p> <ul style="list-style-type: none"> Investigate and evaluate a range of shell structures including the materials, components and techniques that have been used. Test and evaluate their own products against design criteria and the intended user and purpose. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. Develop and use knowledge of how to construct strong, stiff shell structures. Know and use technical vocabulary relevant to the project. 		<p>Designing</p> <ul style="list-style-type: none"> Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. Produce annotated sketches, prototypes, final product sketches and pattern pieces. <p>Making</p> <ul style="list-style-type: none"> Plan the main stages of making. Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. <p>Evaluating</p> <ul style="list-style-type: none"> Investigate a range of 3-D textile products relevant to the project. Test their product against the original design criteria and with the intended user. Take into account others' views. Understand how a key event/individual has influenced the development of the chosen product and/or fabric. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> Know how to strengthen, stiffen and reinforce existing fabrics. Understand how to securely join two pieces of fabric together. Understand the need for patterns and seam allowances. Know and use technical vocabulary relevant to the project 		<p>Designing</p> <ul style="list-style-type: none"> Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams. <p>Making</p> <ul style="list-style-type: none"> Order the main stages of making Select from and use tools and equipment to cut, shape, join and finish with some accuracy Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities. <p>Evaluating</p> <ul style="list-style-type: none"> Investigate and analyse a range of existing battery-powered products. Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers. Apply their understanding of computing to program and control their products. Know and use technical vocabulary relevant to the project. 	

Subject	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
MFL End Points 	<u>Phonetics 2</u> - Recognise and pronounce a further selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience	<u>La Clase</u> Remember and recall many of the 12 classroom objects with their indefinite article. Learn about Los Tres Reyes Christmas tradition in Spain and research traditions in other Hispanic countries.	<u>Mi Casa</u> - Say whether they live in a house or an apartment and say where it is.	<u>¿Tienes una Mascota?</u> Repeat, recognise and attempt to spell the 8 nouns for pets in Spanish and somebody if they have or do not have a pet.	<u>En la Cafeteria</u> Remember and recall a wide variety of foods, snacks, and drinks typically served in a Spanish cafeteria.	Annual Hispanic Day
Curriculum Objectives (Substantive Knowledge)	Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases Present ideas and information orally to a range of audiences Read carefully and show understanding of words, phrases and simple writing Appreciate stories, songs, poems and rhymes in the language Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material Write phrases from memory, and adapt these to create new sentences, to express ideas clearly Describe people, places, things and actions orally* and in writing Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English					

Subject	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
<p>No Outsiders</p> <p>End Points</p> 	<p>Know that we are all different, it's great to be different Understand that people of different race/ culture can work together. Explain that language need not be a barrier</p> 		<p>Be true to yourself - don't try to be something you are not Understand why some people think different races cannot get along Answer the question: What is the answer to prejudice?</p> 		<p>Stand up for your rights, speak out, be true to yourself Talk about feelings, recognise sadness, develop strategies to deal with mental health</p> 	
<p>PSHCE & RSE</p> <p>End Points</p> 	<p>Changes</p> <p>Understand that puberty is an important stage in the human lifecycle</p> <p>Know some changes that happen during puberty</p>		<p>What is Puberty?</p> <p>Know about the physical and emotional changes that happen in puberty</p> <p>Understand that children change into adults to be able to reproduce if they choose</p>		<p>Healthy Relationships</p> <p>Know that respect is important in all relationships including online</p> <p>Explain how friendships can make people feel unhappy or uncomfortable</p>	
<p>Curriculum Objectives (Substantive Knowledge)</p>	<p><u>Health Education</u> Changing adolescent body (8a)</p> <p><u>Key Stage 2 Science</u> Describe the life process of reproduction in some plants and animals</p>		<p><u>Health Education</u> Mental wellbeing (6a, 6b, 6c, 3d,6f) Changing adolescent body (8a, 8b) Menstruation (9a)</p> <p><u>Key Stage 2 Science</u> Describe the life process of reproduction in some plants and animals Describe the changes as humans develop to old age</p>		<p><u>Relationships Education</u> Caring friendships (2b, 2c,2d,2e) Respectful relationships (3a, 3b, 3d, 3e, 3f, 3h) Online relationships (4b, 4d)</p>	
<p>British Values</p>						

Home learning links:

Autumn Term

Maths

Use the following websites to practice times-tables: TTrackstars, Hit the Button, Timestables.co.uk. Hit the Button is also good for addition and subtraction, doubles and halves. Find the perimeter of rooms in your house and your garden.

English

Find out more about circuses and zoos. Visit Chester Zoo. Maybe try the Zoo's Junior Ranger club. How about visiting a circus. Have you watched The Greatest showman? How about Nellie the Elephant?

Spring Term

Escape from Pompeii

Research Pompeii and try and find out as many interesting facts as you can! There are also lots of educational videos for children to watch on the doomed city. You could create a poster/factfile/timeline on the city.

Maths

For multiplication practice, children should already be using TT Rockstars and could also use Topmarks. Have a look on Nrich for some maths learning on area.

When the Giant Stirred

Research famous volcanoes around the world (SPOILER ALERT- the giant that is referred to in the title, is actually a volcano!) and create a factfile on one. You could also create a piece of drama pretending that you have survived a volcanic eruption! How did you escape?!

Maths

Become familiar with fractions- understand what a numerator and a denominator are. Keep up to speed with the Mathletics set as it will be on fractions. Get to know decimals better- whilst out shopping, can children spot decimals? Can they read them? Add several items together? Subtract from a greater number?

Summer Term

Where the Forest meets the Sea

Become familiar with the different layers of the forest e.g. Emergent layer, Canopy layer etc. What animals live in the forest compared to the sea? You could split a page in two and research the different ecosystems present in these 2 different environments. You could write a holiday review on a forest setting e.g. the Lake District and compare it to a Seaside setting e.g. Llandudno. What are the pros and cons of these two locations if somebody were to go on holiday there.

Maths

Initially, we will continue with work on decimals so please see above for decimal home learning.

Can children tell the time on a 12-hour clock and a 24-hour clock?

Continue to use Topmarks to support Maths learning. Topmarks is also good for Timestable practice- search 'Hit the Button' and 'Daily 10' for rapid-fire questions.

Blue John

What is a glacier? Research and create a poster/ factfile on one. What danger does climate change pose to glaciers around the world? Write a letter to the government informing them on the threat of climate change and what it is doing to the glaciers. How are the polar bears being affected by melting glaciers?

Maths

List all the 2D and 3D shapes you can think of. Now list their properties.

Various shape games on Topmarks: [Shape Games \(topmarks.co.uk\)](https://www.topmarks.co.uk/Shape-Games)

Create a treasure map (on paper or on the computer) and create clues on how to find the treasure

