

St Nicholas CE Primary School

Belonging, Believing, Becoming



Year 4

Key Knowledge and Vocabulary

Subject	Key Knowledge	Key Vocabulary
English	<p>Reading</p> <p>Word Reading</p> <ul style="list-style-type: none">• Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word• Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words <p>Comprehension</p> <ul style="list-style-type: none">• Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action• Explain the meaning of words in context• Ask questions to improve understanding of a text• Infer meanings and begin to justify them with evidence from the text• Predict what might happen from details stated and deduced information• Identify how the writer has used precise word choices for effect to impact on the reader• Identify some text type organisational features, for example, narrative, explanation, persuasion• Retrieve and record information from non-fiction• Make connections with prior knowledge and experience• Begin to build on others' ideas and opinions about a text in discussion• Explain why text types are organised in a certain way• Know which books to select for specific purposes, especially in relation to science, history and geography learning• Use dictionaries to check the meaning of unfamiliar words• Discuss and record words and phrases that writers use to engage and impact on the reader• Know and recognise some of the literary conventions in text types covered• Begin to understand simple themes in books	<p>Grammar</p> <p>Fronted Adverbials (with commas)</p> <p>Adverbs of place, time, manner and frequency</p> <p>Clauses – main and subordinate</p> <p>Conjunctions</p> <p>Prepositional phrases</p> <p>Punctuating direct speech</p> <p>Expanded noun phrases</p> <p>Present perfect form of verbs</p> <p>Determining articles</p> <p>Spellings</p> <p>The suffix -ion and -ian</p> <ul style="list-style-type: none">-tion-sion-ssion-cian <p>The Greek 'ch' – Words with the /k/ sound spelt 'ch'</p> <p>echo, chemist, character, Christmas, scheme, etc.</p> <p>The French 'ch' – Words with the /sh/ sound</p> <p>chef, chalet, machine, parachute, moustache, etc.</p> <p>Words ending with the 'gue' sound</p> <p>analogue, league, catalogue, plague, rogue, etc.</p> <p>Words ending with the 'que' sound</p> <p>technique, antique, mosque, opaque, etc.</p>

	<p>Writing</p> <p>Transcription</p> <ul style="list-style-type: none"> • Spell words with additional prefixes and suffixes and understand how to add them to root words. For example, –ation, –ous, –ion, –ian • Recognise and spell additional homophones, for example – accept and except, whose and who’s • Use the first two or three letters of a word to check its spelling in a dictionary • Spell identified commonly misspelt words from Year 3 and 4 word list • Use the diagonal and horizontal strokes that are needed to join letters • Understand which letters, when adjacent to one another, are best left unjoined • Increase the legibility, consistency and quality of their handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch <p>Composition</p> <ul style="list-style-type: none"> • Compose sentences using a wider range of structures, linked to the grammar objectives • Orally rehearse structured sentences or sequences of sentences • Begin to open paragraphs with topic sentences • Write a narrative with a clear structure, setting, characters and plot • Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences • Use a range of sentences with more than one clause • Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition • Use fronted adverbials, for example, ‘Later that day, I went shopping.’ • Use expanded noun phrases with modifying adjectives and prepositional phrases. For example, ‘The strict teacher with curly hair.’ • Use other punctuation in direct speech, including a comma after the reporting clause; use apostrophes to mark plural possession; and use commas after fronted adverbials <p>Spoken Language</p> <p>Ask questions to clarify or develop understanding</p> <ul style="list-style-type: none"> • Sequence, develop and communicate ideas in an organised, logical way in complete sentences as required • Show understanding of the main points and significant details in a discussion • Increasingly adapt what is said to meet the needs of the audience/listener • Vary the use and choice of vocabulary dependent on the audience and purpose • Show understanding of how and why language choices vary in different contexts • Present writing to an audience, using appropriate intonation and controlling the tone and volume so that the meaning is clear • Justify answers with evidence 	<p>Words with the /s/ sound spelt ‘sc’</p> <p>scenario, scene, scientist, scissors, ascend, crescent, etc.</p> <p>Words with the sound spelt ‘ei’, ‘eigh’, or ‘ey’.</p> <p>vein, feign, reign, weigh, sleigh, eight, they, obey, etc.</p> <p>Possessive apostrophes with plural words.</p> <p>girls’, babies’, boys’.</p> <p>children’s, mice’s, women’s, people’s.</p> <p><u>Statutory Spellings</u></p> <p>Accident Believe Bicycle Business Calendar Complete Different Disappear Exercise Experience Experiment Favourite Grammar Important Interest Knowledge Medicine Natural Naughty Occasion Occasionally Opposite Ordinary Particular Peculiar Perhaps Popular Position Possess Possession Possible Potatoes Pressure Probably Promise Purpose Question Regular Reign</p>
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	<ul style="list-style-type: none"> •Understand when the context requires the use of Standard English •Perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone 	Remember Sentence Separate Special Straight Strange Strength Suppose Surprise Therefore Thought Various Weight Woman Women <u>Homophones</u> Ball/bawl Berry/bury Brake/break Fair/fare Grate/great Groan/grown Here/hear Heel/heal/he'll Knot/not Mail/male Main/mane Meet/meat Meddle/medal Missed/mist Peace/piece Plane/plain Reign/rein/rain Scene/seen Weather/whether Whose/who's Near homophones Accept/except Affect/effect
Maths	Number Count to 10 000. Count in thousands, hundreds, tens and ones. Count in twenty-fives. Count in sixes, sevens and nines. Tell the value that a digit stands for. Compare and arrange numbers within 10 000. Describe and complete number patterns. Round numbers and estimate sum and difference.	Word Problem Ones Place Tens Place Hundreds Place Thousands Place 100/10/1 More/Less 1000 More Than 1000 Less Than Rounding Numbers Partition Twenty-Fives Fifties

	<p>Addition and Subtraction Add numbers without exchanging. Add numbers with exchanging. Add numbers mentally. Subtract numbers without exchanging. Subtract numbers with exchanging. Subtract numbers mentally. Solve word problems involving addition and subtraction</p> <p>Multiplication and Division Multiply by 6, 7, 9, 11 and 12. Divide by 6, 7, 9, 11 and 12. Divide to find quotient and remainder. Solve word problems involving multiplication and division. Multiply without exchanging. Multiply with exchanging. Divide without exchanging. Divide with exchanging. Find the quotient and remainder in division. Solve word problems involving multiplication and division</p> <p>Fractions Count in hundredths. Write and show mixed numbers on a number line. Find equivalent fractions. Simplify fractions and mixed numbers. Add and subtract fractions. Solve word problems involving fractions.</p> <p>Decimals Recognise and write tenths. Recognise and write hundredths. Compare numbers with the same number of decimal places. Complete number patterns involving decimals. Round decimals with one decimal place to the nearest whole number. Recognise and write decimal equivalents of $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$. Divide a 1- or 2-digit number by 10 and by 100. Solve simple measure and money problems involving decimals.</p> <p>Length Measure and estimate length. Convert units of length.</p> <p>Area and Perimeter Measure perimeter in different units.</p> <p>Geometry Identify acute and obtuse angles. Compare and order angles. Compare and classify triangles and quadrilaterals. Identify lines of symmetry in 2-D shapes. Complete a simple symmetrical figure with respect to a specific line of symmetry.</p>	<p>Rename Repeated Subtraction Represent Numbers Four-Digit Number Decimal Numbers Decimal Point Negative Number</p> <p>Two-Step Problems Quotient</p> <p>Factor Pairs Integers Short Division Short Multiplication</p> <p>Hundredths Equal Parts Mixed Number Fraction Whole Number Proper Fraction Improper Fraction Number Line Denominator Numerator Equivalent</p> <p>Celsius</p> <p>Converting Perimeter Rectilinear Figure Area</p> <p>Digital Clocks</p> <p>Pictogram Tally Chart Bar Chart Table Time Graph Scale Information X And Y Axes Reflection Highest Lowest Increase Decrease Greatest Least Predict</p> <p>Isosceles Triangle</p>
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	<p>Mass Measure and estimate mass. Convert units of mass.</p> <p>Money Count an amount of money and write it using decimals. Compare different amounts of money. Round money to the nearest £ and to the nearest £10. Estimate total amounts of money. Solve problems involving money.</p> <p>Time Tell time using the 24-hour clock. Change time in minutes to seconds. Change time in hours to minutes. Change time in years to months. Change time in months to years. Find the duration, starting time and finishing time. Solve word problems on time.</p> <p>Graphs Use a table to show information. Draw, read and interpret tables, picture graphs, bar graphs and line graphs. Solve problems using information from tables and graphs.</p> <p>Position and Movement Describe positions using coordinates. Plot points and form figures on the grid. Describe movement including translation of figures.</p> <p>Roman Numerals Read and write Roman numerals for 1 to 20. Read and write Roman numerals to 100.</p>	<p>Equilateral Triangle Scalene Triangle Protractor Polygon Quadrilateral Parallelogram Rhombus Trapezium Regular Polygon Irregular Polygon</p>
Science	<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. Describe the properties of solids, liquids and 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 (°C). Describe each stage of the water cycle. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <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>solid liquid gas melting freezing evaporation water vapour condensation precipitation</p> <p>carnivore consumer herbivore omnivore predator prey producer food chain canines incisors molars</p>

	<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 produced it. • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Recognise that sounds get fainter as the distance from the sound source increases. • Explain some negative effects of loud sounds. • Define the pitch of a sound. <p>Living things and their habitats</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. • Suggest ways humans can positively affect habitats. <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 buzzers. • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. • Recognise some common conductors and insulators, and associate metals with being good conductors. • Recognise the dangers of electricity and know how to work safely. <p>The History of Science</p> <ul style="list-style-type: none"> • Explain how science can help humans survive. • Suggest how some scientists changed the way people think about the world. • Explore the ways ancient civilizations (Egypt, Rome) used scientific discoveries and technology to improve the lives of the people. 	<p>vibration vocal cord echo medium particle wave ear canal eardrum hearing impairment pitch</p> <p>classification invertebrates vertebrates cold-blooded warm-blooded deforestation endangered extinct</p> <p>wire charge flow circuit current components conductor insulator electric shock</p> <p>machines prehistoric technology aqueducts hygiene gravity Renaissance soluble solution dissolve solvent thermal conductors thermal insulators reversible irreversible</p>
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RE	<p><u>David and The Psalms</u></p> <ul style="list-style-type: none"> • To know key stories in the life of David. • To know that David is a key figure in the Old Testament. • To know that Christians believe that the nature of God is revealed in the psalms (King, shepherd, protector, great, rock, merciful and shield etc.) <p><u>A Hindu story: Rama and Sita</u></p> <ul style="list-style-type: none"> • The name Hinduism and the word Hindu are taken from a river in India called the Indus. • People who lived in the Indus Valley used stories to explain what they believed about gods and goddesses and about how to live. • The word Hinduism describes the stories and beliefs that grew up in near the Indus. • Valmiki wrote down a very special, long story called the Ramayana. • Very long, special, ancient stories are called epics. • The Ramayana tells the story of a great prince called Rama. Sita was married to Rama. Rama's father was a king. • The four sons embodied Vishnu. • The king issued a decree to his subjects. The decree said that Rama would succeed him. • Rama had sworn an oath to his father. • Ravana wanted to control the forest. Ravana wanted to destroy Rama. Ravana wanted to capture Sita. • Ravana kidnapped Sita. • Sita was his prisoner on his fortress island. • There was a monkey called Hanuman. Hanuman and all the other monkeys promised to find Sita. • Sita was rescued. • Every year Hindu people celebrate the Hindu festival of Diwali. During Diwali, Hindu people like to tell the story of Rama and Sita. • Light is a symbol of good and darkness is a symbol of evil. <p><u>Christmas</u></p> <ul style="list-style-type: none"> • To know that Christians believe that Jesus is the light of the world. • To know that the light of Jesus brings hope in dark places. • To know that Hannukah is a Jewish festival of light. <p><u>Jesus</u></p> <ul style="list-style-type: none"> • To know that Christians believe Jesus is the Son of God. • To know that Jesus has power and authority over nature, sickness and death. • To know the stories of people who have campaigned for justice. • To know that the Jewish holy day is Shabbat. 	<p><u>Christianity</u></p> <p>Samuel David Jonathan Saul Goliath inspiration Psalm light candles Christingle Light of the World Saviour Pharisees trust betrayal Judas loyalty Peter Chapel Cathedral Sacrament Curate Minaret tower Ark collect</p> <p><u>A Hindu story: Rama and Sita</u></p> <p>believers Hindus Hinduism beliefs Indus Rama epic Ramayana Sita Lakshmana deer kingdom subjects succeeds prosperous Vishnu embodiment manhood decree banish companion oath throne demon chariot entranced Hanuman symbol victory altar dharma order Diwali duty</p>
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	<ul style="list-style-type: none"> For Hindus, these are important beliefs. Matsya was teaching knowledge that is precious to Hindu believers. Vishnu's lotus flower is a symbol of energy and purity. Vishnu's mace is a symbol of his power. Vishnu's conch shell can be used as a trumpet. It makes the sound 'aum'. Vishnu's chakra is a symbol of a human mind, full of energy. A sacrifice is a special gift offered to a god or goddess. Ancient Hindus worshiped gods of the Sun, Earth, sky and fire. Ancient Hindus sacrificed animals. The Pandavas and Kauravas grow up together. The Pandavas was devoted to Vishnu. Krishna was an embodiment of Vishnu. Hindus believe that Vishnu has many embodiments. They call each one an avatar. Avatar can mean embodiment or image. Synoptic task: What do Hindus learn from Vishnu's stories and symbols? 	wrestled defeated precious life-giving chakra lotus mace mind offerings offered charm chanted priest weapon purity infinite infinity Sanskrit sacrifices blessings consuming versions Mahabharata hero Arjuna royal warriors bow and arrow archer jealous envy exile blood raced charioteer Krishna battlefield conversation avatars flute
History	Roman Republic <ul style="list-style-type: none"> Romulus: the first king of Rome Why did Rome become a republic? Rome versus Carthage: What were the Punic Wars? Hannibal's attack on Rome Scipio saves Rome: How similar were Scipio and Hannibal? Culture in the Roman Republic: Scipio was a patrician. <i>Disciplinary focus</i>: How much power did the senate have in the Roman Republic? 	Roman Republic Legend, Romulus, Remus, Tiber, shepherd, omen 753 BCE, Rome, senators, unity, toga, temples, cunning, Sabine, festival, signal, religious, seven hills, Tarquin, Tarquin the Proud, Brutus, senate, represent, consuls, republic, SPQR, Peninsula, Carthage, Carthaginians, surrendered, Punic Wars, heavy fines, Hannibal, The Roman Republic, revenge, camp, cavalry, battlefield were lost, ambushed, Scipio, Scipio Africanus, threat, criticised, patrician, plebeians, elect, representatives, overrule, enslaved

	<p>The Roman Empire</p> <ul style="list-style-type: none"> • How did Rome control its growing empire: The Roman army • Julius Caesar • Augustus: the first emperor • What did the Emperors Claudius and Nero do for Rome? • Pompeii and the eruption of Vesuvius • The Jewish-Roman War • <i>Disciplinary focus</i>: What can sources reveal about Roman ways of life? <p>Roman Britain</p> <ul style="list-style-type: none"> • The Romans invade Britannia: How were Claudius and Julius Caesar different and similar? • Caratacus fights back • Boudicca's revolt against the Romans • The Roman town of Aquae Sulis • Hadrian's Wall and life on the frontier • Black Romans in Britain • <i>Disciplinary focus</i>: What kinds of knowledge about Roman Britain have historians been able to build from the sources? <p>Christianity in Three Empires</p> <ul style="list-style-type: none"> • The persecution of Christians in the Roman Empire • Emperor Constantine makes big changes • The culture of the Byzantine Empire in the 6th century. • An African empire: Aksum (port of Adulis) • A high and holy place • How Aksum became a Christian state • <i>Disciplinary focus</i>: What made each early Christian state special? 	<p>The Roman Empire</p> <p>survival, peninsula, province, governor, centurion, legion, standard, height, rebel, frontier, forts, Julius Caesar, Gaul, Pompey, foreign, Brutus, Ides of March, Mark Antony, descended, cunning, Augustus, The Roman Empire, emperor, Claudius, proclaim, advantage, aqueducts, Nero, Colosseum, Pompeii, Vesuvius, vapour, Pliny, panicked, debris, Judea, rebellion, imperial, culminated, enslaved, trophies, pockets of resistance</p> <p>Roman Britain</p> <p>Britannia, veni, vedi, vici, invasion, Celtic tribes, Claudius, chieftain, Caratacus, warriors, ambushed, captured, forces, fort, ascend, breast-plates, defeat, placed in chains, heavy taxes, revenge, capital city, Colchester, stationed, revolt, Icenii, Boudicca, raised an army, razed to the ground, Londinium, Watling Street, increased in number, heavily outnumbered, without delay, showed no mercy, Roman Britain, Aquae Sulis, spring, fortune, strigil, hypocaust, furnaces, palestra, intersecting, branched off, grid, aqueducts, forum, basilica, theatre, temple, frontier, height, Hadrian, Hadrian's Wall, approaching, Vindolanda, wooden tablets, garrison</p> <p>Christianity in Three Empires</p> <p>Bethlehem, three wise men, frankincense, myrrh, miracles, forgiveness, rose from the dead, converted, baptised, sins, persecution, persecute, incense, disloyal, suspicious, amphitheatres, memorial, martyrs, Christianity in three Empires, official religion, Constantine, rivals, vision, Byzantium, Byzantine Empire,</p>
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	<p>Constantinople, harbour, culture, cultures, mosaic, Goths, Huns, Visigoths, sacked, marble, hippodrome, stadium, Justinian, code, innocent, law courts, rights, Empress Theodora, court, halo, baptismal font, Aksum, plateau, terraces, lowlands, Adulis, caravan, export, ivory tusks, perfumes, Yemen, mints, state, Ethiopia, perilous, hewn saints, sacred, rock-hewn, shipwreck, Ezana, bishop, patriarch, erected, stela, Professor</p> <p>Arabia and Early Islam</p> <ul style="list-style-type: none">• Makkah: a city in a desert• Growing up in the desert (owning camels was seen as important in Arabia)• Arabian worlds before Muhammad• A new message through Muhammad's teachings• Muhammad escaped to Yathrib• Muhammad's return to Makkah• <i>Disciplinary focus:</i> What kind of change did Muhammad bring about in Arabia? <p>Cordoba: City of Light</p> <ul style="list-style-type: none">• Islam bursts out of Arabia• Why did Islam spread so far, so fast?• The homesick ruler (Abd al-Rahman) and the hall of light• How did new knowledge grow in Cordoba? (City of learning, city of art)• City of three religions• Cordoba in trouble!• <i>Disciplinary focus:</i> How did worlds come together in Muslim Cordoba?	<p>dominated, Arabia, desert, Arabs, Islam, Makkah, pilgrimage, pilgrims, Bedouin, campfires, recite, Kaaba, shrines, idols, pagan, spirits, Quraysh, Aminah, Muhammad, pastoral, nomads, widows, orphans, warrior, pastures, clansmen, clans, blood feud, in praise of ancestors, heritage, Petra, reared, oases, fragrant, Khadijah, matchmaker, turning point, followers, revelations, submission, submitting, paradise, preach, scorned, betraying, truce, disapproved, refugees, tragedy, jeering, plunge, grove, mosque, Prophet, Medina, Arabic, negotiate</p> <p>Cordoba: City of Light</p> <p>warring, disputes, Caliphs, warfare, Samarkand, Sind, territory, advance, factors, liberators, tolerant, booty, inheritance, captive, pride, treasurers, surveyors, dynasty, Ummayad, Damascus, criticise, rally round, Abbasids, unfurled, banners, Abd al-Rahman, massacre, biblical, fugitive, Cordoba, unwinding, turban, emir, stranger, homeland, exile, urgent, stonemasons, honour,</p>
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		<p>glance, sturdy, delicate, aisles, jade, musician, lute, Peoples of the Book, provoked, clamped down, locust, minaret, splendour, ancestors, sought out, mihrab, adapted, production, extension, Berbers, deadly, Almohads, momentum, expelled, triumph, cathedral, enraged, town council, permission, unique</p>
Geography	<p>The Rhine and the Mediterranean</p> <ul style="list-style-type: none"> • The journey of the River Rhine • Cologne: city on the Rhine • Rotterdam: the mouth of the Rhine • The Mediterranean Sea • The Suez Canal • <i>Disciplinary focus:</i> How have land and people shaped the Rhine and the Mediterranean? <p>Population</p> <ul style="list-style-type: none"> • What is a population? • Migration • Multi-ethnic London • Multi – ethnic Cardiff • The Welsh language and culture • Welsh and British identity • <i>Disciplinary focus:</i> How and why does population distribution vary across Great Britain? <p>Coastal processes and landforms</p> <ul style="list-style-type: none"> • Coastal processes • Transporting and depositing • Landforms • Jurassic Coast • Coastal habitats • West coast Wales • <i>Disciplinary focus:</i> How is the west Wales coast changing? 	<p>The Rhine and the Mediterranean</p> <p>Rhine, Alps, North Sea, Upper Rhine, Lower Rhine, Confluence, Cologne, banks, Bank, rainfall, flooding, flood walls, port, harness, importing, exporting, canal, wetlands, drained, lock, strait, the med, enclosed sea, peninsula, mainland, waterway, Suez Canal, Red Sea</p> <p>Population</p> <p>population density, densely populated, sparsely populated, population distribution, high population density, low population density, migration, rural, urban, rural to urban migration, ethnic, diverse, census, ethnically diverse, ethnicity, Welsh, Cymraeg, Eisteddfod, Wales, British, identity, minted, floral</p> <p>Coastal processes and landforms</p> <p>coastline, waves, erosion, transport, transportation, groynes, depositing, deposit, deposition, landforms, bay, cliffs, headland, shingle, Jurassic Coast, preserved, fossils, cave, arch, stack, habitat, rock pools, sand dunes, coral reefs, Cardigan Bay</p>

	<p>Tourism</p> <ul style="list-style-type: none">• Why might people want to visit a seaside town? (<i>Llandudno</i>)• Types of tourism• Advantages and disadvantages of mountain tourism?• How has tourism changed?• How has tourism changed Majorca?• What effects can tourists have on a location?• <i>Disciplinary focus</i>: How do tourists affect places? <p>Earthquakes</p> <ul style="list-style-type: none">• The effects of an earthquake• The role tectonic plates play in earthquakes• The San Andreas Fault• How can we measure earthquakes?• What are the effects of an earthquake?• How do humans live with earthquakes?• <i>Disciplinary focus</i>: What are the effects of earthquakes on people and on the environment? <p>Deserts</p> <ul style="list-style-type: none">• Desert temperatures• The Sahara Desert• The human and physical causes of desertification?• The flora and fauna found in both the hot and cold deserts.• How have humans used deserts?• The Patagonian Desert• <i>Disciplinary focus</i>: In what ways are deserts around the world similar and different?	<p>Tourism</p> <p>seaside, seaside towns, pier, amusements, Llandudno, paddle, deckchair, sandcastle, Punch and Judy, promenade, hotels, guest houses, tourists, tourism, activity, cultural, income, souvenirs, tourist industry, Matterhorn, minimum, maximum, skis, ski, slope, ski-lift, advantage, disadvantages, environment, destination, airports, airlines, sunshine holiday, mainland, travel agencies, package holidays, accommodation, apartments, air pollution, services, economy, sustainable, sustainability, coral reef, ecotourism</p> <p>Earthquakes</p> <p>Earthquake, tremors, aftershocks, visible, tectonic plates, plate boundary, fault line, San Andreas fault, seven major plates, friction, epicentre, tsunami, focus, seismic waves, seismograph, seismogram, magnitude, Richter scale, trembling, immediate effects, tidal wave, devastate, liquid mud, environment, rubble, landslide, subsidence, long-term effects, prone, absorb, rubber, drill</p> <p>Deserts</p> <p>hydrated, dehydrated, desert, vegetation, arid, Sahara Desert, plummet, lush, sand dunes, oasis, oases store, camels, Sahel, semi-arid, drought, productive, non-productive, desertification, physical, nutrients, overgrazing, herd over-farming, variety, flora, fauna, obtain, desolate, succulents, cactus, cacti, spines, prevent, meerkat, nocturnal, chameleon, Antarctica, penguins, polar bears, blubber, lichen, modern, traditional, tents, divert, steppe, Great Steppe, Silk Road, yurts, portable, Patagonia, rain shadow, hostile, exceeds, feature, exposes, extinct</p>
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<p>Computing</p>	<ul style="list-style-type: none"> ● Know how to label the different types of input connections on devices. ● Know how to explain common file types. <p><u>Computer Science</u></p> <ul style="list-style-type: none"> ● Know how to design an algorithm to simulate a real-life situation. ● Know how to solve an open-ended problem by breaking it up into smaller parts. ● Know how to design and write a program for a given purpose including specific programming features. ● Know how to test existing programs to see how they could be improved. ● Know how understand the different methods of communication using the internet. <p><u>Information Technology</u></p> <ul style="list-style-type: none"> ● Know how to improve the quality and presentation of my work using editing and formatting techniques. ● Know how create with technology. E.g. Video, animation, 3D ● Know how to use a search engine and I am aware that not everything I read online is correct. (Online Bullying) <p><u>Digital Literacy</u></p> <ul style="list-style-type: none"> ● Know how to collaborate online to create digital content. ● Know how to evaluate information presented to me to make informed choices about what is Fake News. ● Know how to describe strategies for safe and fun experiences in a range of online social environments and I'm respectful to others online. (Online Relationships) ● Know and understand that people may have a different online identity to that in real life and am able to interact with others. (Self-Image) ● Know that others can find information out about me by searching online. (Online Reputation) ● Know which technologies are used for online bullying and I am considerate of others when posting myself. (Online Bullying) ● Know the impact technology can have on my health, wellbeing and lifestyle. (Health wellbeing) ● Know that some people want to access my data and can take appropriate measures to ensure this doesn't happen. (Privacy and Security) 	<p>Reputation Online Bullying Copyright Self-Image Identity Trust Risks Profile Password Private Website Conditional Run Program Loop Command Block Sequence Sprite iPad / Computer Screenshot Download Presentation Illustration Creative commons AI (Artificial Intelligence) Copyright Digital Device QR Code Keyword Font App / Application Video (Editing) Voice Over Social Media Technology Audio Media / Digital Media Search Engine Computer Generated Browser Save/export Emoji</p>
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	<ul style="list-style-type: none"> Know and understand the need for copyright and the consequences for ignoring it. (Consequences) 	
Design Technology	<p>Textiles-Bags</p> <ul style="list-style-type: none"> Know about the work of local bag designer Alistair McCready. Know that each of Alistair's bags is handmade using carefully selected materials. Know bags are used by many people for a variety of purposes. Know use of bags goes as far back as ancient Egypt. Know bags are used by many people for a variety of purposes. Know how to use running stitch, back stitch, over stitch and zigzag stitch <p>Electrical Systems-Nightlights</p> <ul style="list-style-type: none"> Know about the job of a lamp designer, e.g. Ikea designers. Know lights can be used for a range of purposes. Know circuits are used within all lamps/lights. Know how to create a circuit with a bulb and switch. To know how to work safely with electricity. Design criteria are the precise goals that a project must achieve in order to be successful. Audience and purpose are key elements in design. Plans should be followed but amendments can be made as applicable Evaluation is a key part of the design process. <p>Cooking and Nutrition-Paella</p> <ul style="list-style-type: none"> Know how to prepare food products taking into account the properties of ingredients and sensory characteristics Know how to weigh and measure using scales Know how to select and prepare foods for a particular purpose Know how to work safely and hygienically with food To show awareness of a healthy diet (using the eatwell plate) Know how to use a range of chopping and cooking techniques Know where and how ingredients are grown and processed 	<p>Bags</p> <p>Seam Seam allowance Embellishment Applique Embroidery Template Pattern pieces Pinking shears Functionality Innovation Mock-up Prototype Running stitch Back stitch Overstitch Zigzag stitch</p> <p>Night lights</p> <p>Circuit Current Component Wire Cell Bulb Buzzer Motor Switch Shell structure</p> <p>Paella</p> <p>Texture Design criteria Evaluation</p>
Art and Design	<p>Autumn</p> <ul style="list-style-type: none"> I can explore the work of artists who tell stories through imagery. I can respond to the work of illustrators and/or graphic novelists, "reading" the visual images and sharing my thoughts. I can work in a sketchbook to record my ideas and thoughts generated by looking at other artists' work. I can use line, shape, and colour using a variety of materials to test my ideas. 	<p>Illustration Inspiration Interpretation Original Source Respond Graphic Novel Illustrator Poetry Prose Stage Arrange Line Quality of line</p>

	<ul style="list-style-type: none"> • I can think about how I might use composition, sequencing, mark making and some text in my drawings. • I can create a finished piece which contains sequenced images to describe a narrative. • I can share my work with others and talk about my journey and outcome. I can listen to their feedback and take it on board. • I can appreciate the work of my classmates and think about similarities and differences between our work. I can share my feedback on their work. <p>Spring</p> <ul style="list-style-type: none"> • I can explore the work of contemporary and more traditional artists who work within the still life genre. • I know how to express my thoughts about other artists' work, and talk about the meanings of objects as artists present them. • I can use my sketchbook to make visual notes, record and reflect. • I can draw from observation and think about how I can use line, colour, shape, texture, form and composition to make my artwork interesting. • I can present and share my artwork, explaining how my sketchbook work helped build my knowledge and skills towards my final piece. <p>Summer</p> <ul style="list-style-type: none"> • I have explored the work of artists who are inspired by food and I can share my responses with the class. • I can use my sketchbook to record and reflect how the artist's work makes me feel. • I can use my sketchbook to draw food using a variety of media, drawing from still images and from life, exploring how I can use line, shape, and colour to capture the texture and form of the food. • I can make a sculpture of food, understanding that by working in 3d my sculpture will be seen from different viewpoints. • I can explore and experiment using "Design through Making", and I can discover how I can transform and construct with different materials to make my sculpture. • I have seen how my own sculpture can form part of a larger artwork, and how we can all find inspiration in each other's ideas. • I can explore drawing on different surfaces such as fabric, understanding how the drawing materials act differently to when they are used on paper. • I can present my work as part of a larger artwork, and I can share my response to my own work and also to the work of my peers. 	Line Weight Mark Making Medium Graphite Ink Pen Quill Brush Watercolour Water-soluble Composition Sequencing Visual Literacy Narrative Present Share Reflect Articulate Feedback Similarities Differences Still Life Genre Traditional Contemporary Objects Arrangements Viewfinder Lighting Background Foreground Light Dark Tone Shadow Colour Hue Tint Elements Pattern Texture Relationship Appearance 2D/3D Viewpoint Transform Graphics Design Through Making Construct Contribute Artwork Installation Surface Fabric Photograph Lighting Focus
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Music	<p>Rivers</p> <ul style="list-style-type: none"> • Beginning to use texture and layering sounds in composition. • Know how to combine and control sounds to achieve a desired effect. • Know how to identify and name some orchestral instruments. • Know how to maintain own part within an ensemble performing rhythmically. • Contribute ideas expressing musical opinions for creating and improving work. • Show increased confidence and commitment when performing to an audience. • Use the pentatonic scale to compose simple melodies and show increasing confidence in recording ideas using graphic score. <p>Jazz</p> <ul style="list-style-type: none"> • Know how to identify musical conventions being employed in a variety of pieces. • Know how to link rhythmic and melodic patterns into structured responses using voice, percussive or melodic instruments. • Know how to maintain own part within an ensemble performing rhythmically. • Know how to perform a rhythmic pattern maintaining own part independently with a secure sense of pulse. • Contribute ideas expressing musical opinions for creating and improving work. • Show increased confidence and commitment when performing to an audience. <p>Samba</p> <ul style="list-style-type: none"> • Able to recognise and name the four main instruments of the samba ensemble. • Know how to confidently perform, maintaining a repetitive rhythm independently with a secure sense of pulse. • Know how to identify and describe how the inter-related dimensions are used to create samba music. • Contribute ideas expressing musical opinions for creating and improving work. • Demonstrate a good understanding of the key words when I use them in my feedback • Take on a leadership role and can securely give and follow signals to start and stop. 	<p>call and response scatting improvisation rhythm swing time improvisation pentatonic scale pitch time signature percussion crotchet crotchet rest paired quavers quaver conductor texture timbre groove octave ostinato polyrhythm ensemble polyphony round pulse rumble scale score melody lyrics</p>
Physical Education	<ul style="list-style-type: none"> • I can swim competently, confidently and proficiently over a distance of at least 25 metres • I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • I can perform safe self-rescue in different water-based situations 	<p>Swimming Front crawl Backstroke Breaststroke Heathy Possession Passing</p>

	<ul style="list-style-type: none"> • I can delay an opponent and help prevent the other team from scoring. • I can explain what happens to my body when I exercise and how this helps to make me healthy. • I can help my team keep possession and score tries when I play in attack. • I can pass and receive the ball with increasing control. • I can provide feedback using key terminology and understand what I need to do to improve. • I can use simple tactics to help my team score or gain possession. • I share ideas and work with others to manage our game. • I understand the rules of the game and I can use them often and honestly. • I can communicate with my teammates to apply simple tactics. • I can return to the ready position to defend my own court. • I can sometimes play a continuous game. • I can use a range of basic racket skills. • I share ideas and work with others to manage our game. • I can choose actions and dynamics to convey a character or idea. • I can copy and remember set choreography. • I can provide feedback using appropriate language relating to the lesson. • I can respond imaginatively to a range of stimuli relating to character and narrative. • I can use changes in timing and spacing to develop a dance. • I can use counts to keep in time with others and the music. • I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group. • I show respect for others when working as a group and watching others perform. • I can identify some muscle groups used in gymnastic activities. • I can plan and perform sequences with a partner that include a change of level and shape. • I can safely perform balances individually and with a partner. • I can watch, describe and suggest possible improvements to others' performances and my own. • I understand how body tension can improve the control and quality of my movements. • I can accurately use a range of throwing techniques to throw to a target. • I can catch different sized objects with increasing consistency with one and two hands. 	Receiving Control Tactics Communicate Defending Racket Skills Choreograph Timing Body tension Tracking Dribbling Co-ordination Sprinting Jogging Balancing Accuracy Power
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	<ul style="list-style-type: none"> • I can consistently track the path of a ball that is not sent directly to me. • I can dribble a ball with increasing control and co-ordination. • I can persevere when learning a new skill. • I can provide feedback using key terminology and understand what I need to do to improve. • I can demonstrate the difference in sprinting and jogging techniques. • I can explain what happens in my body when I warm up. • I can identify when I was successful and what I need to do to improve. • I can jump for distance with balance and control. • I show determination to improve my personal best. • I support and encourage others to work to their best. 	
Languages	<p><u>Welcome to school</u></p> <p>To ask and answer questions about self in the target language</p> <p>To listen, recall and respond to classroom instructions in the target language</p> <p>To say and write the name of rooms in school in the target language</p> <p>To say and write nouns for some classroom objects in the target language</p>	<p>el patio – the playground</p> <p>el comedor – the dinner hall</p> <p>la sala de profesores – the staffroom</p> <p>el aula de informática – the ICT room</p> <p>los baños – the toilets</p> <p>el despacho del director – the headteacher’s office (man)</p> <p>el despacho de la directora – the headteacher’s office (woman)</p> <p>la clase - the classroom</p> <p>una mochila – a rucksack</p> <p>un lápiz - a pencil</p> <p>un boli - a pen</p> <p>un libro - a book</p> <p>un sacapuntas – a sharpener</p> <p>una goma - a rubber</p> <p>una mesa - a table</p> <p>una silla - a chair</p> <p>una regla - a ruler</p> <p>unas tijeras - some scissors</p> <p>unas pinturas - some coloured pencils</p> <p>un pegamento – a gluestick</p> <p>Verb Bank</p> <p>mira - look</p> <p>escucha - listen</p> <p>repite - repeat</p> <p>levántate - stand up</p> <p>siéntate - sit down</p> <p>cuenta conmigo - count with me</p> <p>canta conmigo– sing with me</p> <p>encuentra - find</p> <p>enséñame - show me</p>

	<p><u>My Local Area/Your Local Area</u> To say and recognise some places in a town in the target language To give simple directions to places in a town in the target language To read and understand some useful directions in the target language To copy some names of places in a town: Church, shop, park, pharmacy in the target language To write a sentence using nouns of shops in a town.</p> <p><u>Family and faces</u> To know some important facts about Epiphany in the target language country To say some family nouns in the target language To write personal information sentences in 1st person singular about a family member in the target language To understand the nouns for face parts in the target language To write a simple descriptive sentence to describe a face</p> <p><u>Face and Body Parts</u> To understand and respond to body part nouns and commands in the target language To understand and participate in yoga sequences including commands and body part nouns To identify singular and plural body parts in the target language To write some body parts in the target language To write a simple descriptive sentence or sequence of sentences, using verb, noun and adjective</p> <p><u>Feeling Unwell/Jungle Animals</u> To understand and say phrases to describe feeling unwell, aches and pains To remember some jungle animal nouns in the target language To understand adjectives to describe jungle animals in the</p>	<p>el cine - the cinema el restaurante – the restaurant el supermercado - the supermarket el estadio – the stadium la carnicería - the butchers la panadería - the bakers la cafetería - the café la pastelería - the cake shop la farmacia - the chemist la escuela – the school</p> <p>Dónde está...? Where is ...? Aquí está... - Here is ...</p> <p>El papá -the dad El hermano – the brother El bebé – the baby El abuelo – the grandad La mamá - the mum La hermana – the sister La abuela- the grandma ¿Quién eres tú? – Who are you? Soy – I am</p> <p>la nariz – the nose la boca - the mouth la cabeza - the head el pelo - the hair los ojos – the eyes las orejas - the ears Tengo... – I have ... Soy... - I am... ¿De qué color es...? – What colour is ...? ¿De qué color son...? - What colour are....? <u>La boca</u> es... - The mouth is... <u>Las orejas</u> son... - The ears are...</p> <p>¿Qué te pasa?- What’s wrong? No me siento bien- I don’t feel well Me duele la muela- My tooth hurts Me duele la cabeza- I have a</p>
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PSHE	<ul style="list-style-type: none"> • Positive friendships, including online • Responding to hurtful behaviour; managing confidentiality; recognising risks online • Respecting differences and similarities; discussing difference sensitively • What makes a community; shared responsibilities • How data is shared and used • Making decisions about money; using and keeping money safe • Maintaining a balanced lifestyle; oral hygiene and dental care • Personal identity; recognising individuality and different • qualities; mental wellbeing • Medicines and household products; common drugs 	Healthy Trust Support Excluded Digital Device Risk Safe Relationships Confidentiality Teasing Witness Bystander Dares Danger Pressure Secret Race Faith Aspirations Responsibility Benefits Belong Groups Volunteering Adverts Advertising Search results Ordering Digital Footprint Personal Information Encourage Physical Illness Signs Symptoms Doctor Dentist Teeth Oral Hygiene Brush Floss Teeth Toothpaste Effects Identity Race Faith Culture Hobbies Gender Identity Biological Sex Respect Express Individuality Identity Personal Qualities Mood
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