

Malala Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Rivers	Earthquakes	Maya	Egyptians	Romans	Deforestation
Enrichment, Trips or Visits	Science Museum Clarinets	National Archives workshop- Treasures Write2Speak Spoken Word Project Clarinets	Safer School Visit – Police Clarinets Visit to a local restaurant - Cooking Experience	Clarinets	St Albans Verulamium Forest School	
Literature Spine	The Unlikely Adventures of Mabel Jones – Will Mabbit	The Iron Man – Ted Hughes	Cloud Busting - Malorie Blackman	The Ancient Egypt Sleepover - Stephen Davies	The Day I Was Erased- Lisa Thompson	Boy Overboard - Morris Gleitzman
English Key text • genres • grammar	Back to Basics reviewing key grammar and sentence structures taught in previous year groups: Dreamgiver: >Use the forms a or an according to whether the next word begins with a consonant or vowel >Expressing time, place and cause using prepositions A Whale of a Home: > Formation of nouns using a range of prefixes Evol: Word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble > Expressing time, place and cause using adverbs e.g. then, next soon, therefore A Friend in the Night: Tahoma Bold > Inverted commas to punctuated direct speech	Character description of the Iron man > Apostrophes to mark plural possession e.g. the girls' names > Extending the range of sentences with more than one clause by using a wider range of conjunctions including, when, if, because, although > Continuation of fronted adverbials with the use of a comma afterwards e.g. Later that day, > Reviewing the use of paragraphs to group information Letters from the Iron man and Hogarth > The grammatical difference between plural and possessive –s > Standard English forms for verb inflections e.g. we were or I did	Portal story to Fantasy World > Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The witch shouted, "Sit down!" > Using prepositions to express time and cause > Noun phrases expanded by using modifying adjectives, nouns and preposition phrases (e.g <i>The teacher expanded to: the strict teacher with curly hair</i>) Letter of advice based on Cloud Busting > using adverbs to express time and cause > Use of commas after fronted adverbials > Using prepositions to express time and cause > Extending the range of sentences with more than one clause by using a wider range of conjunctions	Biography Howard Carter and the discovery of King Tutankhamun > Reviewing the use of a and an as determiners > Apostrophes to mark plural possession e.g. the girls' names > Extending the range of sentences with more than one clause by using a wider range of conjunctions including, when, if, because, although > Using conjunctions to express time and cause > Formal register Tomb Hunter Instructions >Use of imperative verbs > Extending the range of sentences with more than one clause by using a wider range of conjunctions including, when, if, because, although	Historical stories Stories set in the past. Queen Boudicca > Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The witch shouted, "Sit down!" > Noun phrases expanded by using modifying adjectives, nouns and preposition phrases (e.g <i>The teacher expanded to: the strict teacher with curly hair</i>) >Paragraphs and a range of punctuation Diary based on the Day I was Erased >Informal language > Range of punctuation including commas, question marks, exclamation marks, apostrophes > Conjunctions to express time and cause	Journey Tale: Stimulus – Boy Overboard >Fronted adverbials >Paragraphs to organise ideas >Effective use of expanded noun phrases >Past perfect / Past perfect progressive >Adverbs of time, place and manner >Conjunctions of time, place and manner >Prepositions of time, place and manner Persuasive writing – Deforestation > The grammar coverage will be set to ensure children are secure in the year 4 objectives, ready for the next academic year.

	<p>Letter from Mabel Jones to her parents > Appropriate choice of noun or pronoun within and across sentences to aid cohesion and avoid repetition > Standard English forms for verbs inflections e.g. we were/ I did > Expanded noun phrases for description > Reviewing the use of paragraphs to group information</p> <p>Poetry based on Rivers > Figurative language (similes, onomatopoeia, metaphor)</p>	<p>> Appropriate choice of noun or pronoun within and across sentences to aid cohesion and avoid repetition > Fronted adverbials with the use of a comma afterwards e.g. Later that day, > Reviewing the use of paragraphs to group information</p> <p>Write2Speak Project > performance poetry and spoken word</p>	<p>including, when, if, because, although</p>	<p>> Appropriate choice of noun or pronoun within and across sentences to aid cohesion and avoid repetition</p> <p>Poetry The discovery of King Tuts tomb > Use of language for effect</p>	<p>> Noun phrases expanded by using modifying adjectives, nouns and preposition phrases (e.g. <i>The teacher expanded to: the strict teacher with curly hair</i>)</p>	
<p>Maths</p> <ul style="list-style-type: none"> number concept 	<p><u>Place Value</u> Recognise the place value of each digit up to a four-digit number</p> <p>Order and compare numbers beyond 1000</p> <p>Find 10 or 100 more or less than a given number.</p> <p>Identify, represent and estimate numbers using different representations.</p> <p><u>Addition and subtraction</u> Add and subtract numbers with up to 4 digits using the formal written methods</p> <p>Estimate and use inverse operations to check answers to a calculation</p>	<p><u>Place Value</u> Count in multiples of 9, 25 and 1000.</p> <p>Round any number to the nearest 10, 100 or 1000.</p> <p>Recall multiplication and division facts up to 12x12.</p> <p>Solve number and practical problems that involve all of the above and with increasingly large positive numbers.</p> <p><u>Fractions and decimals</u> Count up and down in hundredths.</p> <p>Recognise and show, using diagrams, families of common equivalent fractions.</p>	<p><u>Place value</u> Count in multiples of 6, 7, 9, 25 and 1000.</p> <p>Count backwards through zero to include negative numbers.</p> <p>Round decimals with one decimal place to the nearest whole number.</p> <p>Compare numbers with the same number of decimal places.</p> <p>Identify, represent and estimate numbers using different representations.</p> <p><u>Addition and Subtraction</u> Add and subtract numbers with up to 4 digits.</p>	<p><u>Place Value</u> Find 1000 more or less than a given number.</p> <p>Count backwards through zero to include negative numbers.</p> <p>Round any number to the nearest 10, 100, 1000.</p> <p>Recall multiplication and division facts up to 12x12.</p> <p>Read roman numerals to 100 (I to C)</p> <p><u>Fractions and decimals</u> Add and subtract fractions with the same denominator.</p> <p>Solve problems involving increasingly harder fractions to calculate quantities</p>	<p><u>Place value</u> Count backwards through zero to include negative numbers and fractions.</p> <p><u>Addition and Subtraction</u> Add and subtract numbers with up to 4 digits using the formal written methods</p> <p>Use inverse operations to check answers to a calculation.</p> <p>Solve addition and subtraction two-step problems in contexts.</p> <p><u>Multiplication and Division</u> Recall multiplication and division facts for multiplication tables up to 12 x 12.</p>	<p><u>Place Value</u> Read Roman numerals to 100 (I to C)</p> <p><u>Addition and Subtraction</u> Add and subtract numbers with up to 4 digits using the formal written methods of columnar</p> <p>Estimate and use inverse operations to check answers to a calculation.</p> <p>Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p> <p><u>Multiplication and Division</u> Recall multiplication and division facts up to 12x12.</p>

	<p>Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p> <p><u>Multiplication and Division</u> Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</p> <p>Count in multiples of 6 and 7.</p> <p>Recall multiplication and division facts for multiplication tables up to 12x12.</p> <p>Multiply two digit and three-digit numbers by a one-digit number using formal written lay out.</p> <p>Divide using the short division method with exact answers</p>	<p>Solve simple measure and money problems involving fractions.</p> <p>Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$.</p> <p>Recognise and write decimal equivalents of any number of tenths and hundredths.</p> <p>Find the effect of dividing a one or two-digit number by 10 and 100</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places.</p> <p><u>Conversion</u> Convert between different units of measure.</p> <p>Estimate, compare and calculate different measures, including money in pounds and pence.</p> <p><u>Measure</u> Read, write and convert time between analogue and digital 12- and 24-hour clocks.</p> <p>Solve problems involving converting time to hours, minutes, seconds, years and months.</p> <p><u>Statistics</u> Solve comparisons, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>	<p>Estimate and use inverse operations to check answers calculation. Solve addition and subtraction two-step problems in contexts.</p> <p><u>Multiplication & Division</u> Recall multiplication and division facts for multiplication tables up to 12 x 12.</p> <p>Use place value, known and derived facts to multiply and divide mentally.</p> <p>Recognise and use factor pairs and in mental calculation.</p> <p>Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.</p> <p>Divide using formal written method of short division.</p> <p>Solve problems involving multiplying and adding.</p> <p><u>Geometry</u> Identify acute and obtuse angles Compare and order angles up to two right angles. Describe positions on a 2D grid as coordinates. Describe movements between positions as translations.</p>	<p>Recognise and write decimal equivalents of any number of tenths or hundredths. Count up and down in Hundredths</p> <p>Compare numbers with the same number of decimal places up to two decimal places.</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places.</p> <p><u>Measure</u> Convert between different units of measure e.g., km-m/hr-min</p> <p>Measure and calculate the perimeter of a rectilinear figure in m and cm</p> <p>Find the area of rectilinear shapes by counting squares.</p> <p><u>Statistics</u> Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p>	<p>Recognise and use factor pairs and commutatively in mental calculations.</p> <p>Multiplying two-digit and three-digit numbers by a one-digit number using formal written layout.</p> <p>Divide using formal written method of short division.</p> <p><u>Measure</u> Convert between different units of measure</p> <p>Estimate, compare and calculate different measures, including money in pounds and pence.</p> <p>Measure and calculate the perimeter and area of shapes.</p> <p><u>Geometry</u> Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p> <p>Identify acute and obtuse angles and compare and order angles</p> <p>Identify lines of symmetry in 2D shapes presented in different orientations.</p> <p>Complete a simple symmetrical figure with respect to a specific line of symmetry.</p>	<p>Multiply two digit and three digit numbers by a one digit number using formal written method.</p> <p>Divide using short division.</p> <p>Solve problems involving multiplying and adding</p> <p><u>Measure</u> Read, write, and convert time between analogue and digital 12- and 24-hour clocks.</p> <p>Solve problems involving converting</p> <p><u>Statistics</u> Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</p> <p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>
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			Plot specified points and draw sides to complete a given polygon.		Describe movements between positions as translations of a given unit Plot specified points and draw sides to complete a given polygon.	
Science <ul style="list-style-type: none"> • knowledge • skills 	Who Am I? Grouping a wide selection of flowering and non-flowering plants. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	How does the food we eat fuel our bodies? Investigate where our food goes after it has been eaten Identify the different teeth that humans have and their simple functions Recognise how to look after our teeth and explain its importance Construct food chains and webs for a particular habitat describe how food is broken down in the digestive system	How does temperature affect different objects? Classify materials as solids or liquids by observing their properties Plan a fair test investigation to test ideas about melting ice Collect, present and interpret data about melting ice Define melting and freezing Explain observations of air using scientific knowledge about materials Classify materials as solids, liquids or gases Describe and explain findings from an evaporation investigation Identify different materials from their boiling point Identify where condensation is happening	Has the invention of electricity made our lives easier? Sort electrical products according to their power source Make and record electric circuits Explain, using a model, how an electrical circuit works Identify and correct problems with circuits Describe what a switch does and how it works Sort materials by testing for a property that makes them suited to replace a wire in a circuit Investigate the link between a material's properties (conductor or insulator) and its use	What is sound and how can we manipulate it? explore different ways of making sounds Investigate how sounds travel Explore how we can make instruments louder and quieter Measure how the loudness of a sound changes as the distance from the source increases Explore the different notes that plucked bands make and discover how to alter the pitch of a sound Explore how we can change the pitch of instruments that are played using air	What is the impact of habitat destruction in other parts of the world? Give examples of positive and negative ways in which humans change the environment Carry out a litter survey, collecting and presenting data Research and present information about the impact of litter on animals Demonstrate understanding of the potential human impact on food chains in a UK habitat Explore the impact on food chains and habitats in another part of the world
Computing <ul style="list-style-type: none"> • knowledge • skills 	How do we keep ourselves and our computers safe online? Recognise ways people steal personal information	How do you give instructions to an online sprite to form shapes? Identify that accuracy in programming is important	How can we use data loggers to collect and analyse data?	How can I create a more exciting photo? Explain that the composition of digital images can be changed	How do you create a podcast? Identify that sound can be recorded	How do loops make for a more effective code? Develop the use of count-controlled loops in a different programming environment

	<p>Recognise when someone is trying to steal personal info</p> <p>Analyse how computer 'bots' can impact on daily life</p> <p>Assess the credibility of source on the internet</p>	<p>Create a program in a text-based language</p> <p>Explain what 'repeat' means</p> <p>Modify a count-controlled loop to produce a given outcome</p> <p>Decompose a task into small steps</p> <p>Create a program that uses count-controlled loops to produce a given outcome</p>	<p>Explain that data gathered over time can be used to answer questions</p> <p>Use a digital device to collect data automatically</p> <p>Explain that a data logger collects 'data points' from sensors over time</p> <p>Recognise how a computer can help us analyse data</p> <p>Identify the data needed to answer questions</p> <p>Use data from sensors to answer questions</p>	<p>Explain that colours can be changed in digital images</p> <p>Explain how cloning can be used in photo editing</p> <p>Explain that images can be combined</p> <p>Combine images for a purpose</p> <p>Evaluate how changes can improve an image</p>	<p>Explain that audio recordings can be edited</p> <p>Recognise the different parts of creating a podcast project</p> <p>Apply audio editing skills independently</p> <p>Combine audio to enhance my podcast project</p> <p>Evaluate the effective use of audio</p>	<p>Explain that in programming there are infinite loops and count-controlled loops</p> <p>Develop a design that includes two or more loops which run at the same time</p> <p>Modify an infinite loop in a given program</p> <p>Design a project that includes repetition</p> <p>Create a project that includes repetition</p>
<p>History</p> <ul style="list-style-type: none"> • knowledge • skills 			<p>Why did the Mayan civilization suddenly come to an end?</p> <p>Explore factors which enabled the Mayan civilization to grow so strong</p> <p>Investigate what life was like at the height of the Mayan civilization</p> <p>Explore the importance of sacrifice in Mayan religion</p>	<p>Were there any other ancient societies as advanced as the Egyptians?</p> <p>Identify Ancient Egyptian sources of evidence and how they discovered?</p> <p>Explore what evidence tell us about life for men, women and children in Ancient Egypt?</p> <p>Draw conclusions on what we learn about the beliefs of the Ancient Egyptians from evidence that has survived</p> <p>Compare the Ancient Egyptians to other ancient societies</p>	<p>What lasting impact did the invasion of the Roman Empire have on the United Kingdom?</p> <p>Explore the reasons behind Roman Empire's invasion</p> <p>Determine and identify important Roman leaders</p> <p>Investigate the reasons why Boudicca stood up to the Romans</p> <p>Explore how the Roman way of life contrasted with the Celtic lifestyle they found when they arrived</p> <p>Explore how the Romans were able to keep control over such a vast empire</p>	
<p>Geography</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>Why do rivers play such an important role in the human and physical geography of our planet?</p>	<p>How have earthquakes changed the landscape around them?</p>				<p>What is the impact of deforestation?</p>

	<p>Water cycle Maps and digital mapping of rivers</p> <p>Stages and features of a river</p> <p>The effects of human activity on rivers and flooding</p>	<p>Explain why earthquakes occur Location of famous earthquakes</p> <p>Measure and scale of earthquake</p> <p>Preparation and effects of earthquakes</p> <p>Identify the help that people need after an earthquake</p>				<p>South America: continent, countries, and cities</p> <p>Human and physical features of Brazil compared to the UK</p> <p>Rainforest layers and features</p> <p>Deforestation</p> <p>Amazon Rainforest</p>
<p>Art</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>Artist Study: Andy Warhol.</p> <p>Explore and critique art by Andy Warhol</p> <p>Observe colours and select colour to reflect mood</p> <p>Explore colour different techniques used in the pop era.</p> <p>Create initial sketches as a preparation for painting</p>				<p>Mosaic: Design and create a mosaic based on the style of a Roman Mosaic.</p> <p>Investigate and analyse a range of existing products</p> <p>Understand the historical and cultural development of art forms</p> <p>Mastery of art and design techniques (printing).</p>	<p>Sculpture: Man-made and natural forms of construction</p> <p>Experience surface patterns and textures</p> <p>Discuss own work and work of other sculptors</p> <p>Analyse and interpret natural and manmade forms of construction</p> <p>Design and create a natural or man-made sculpture</p>
<p>Design and Technology</p> <ul style="list-style-type: none"> • knowledge • skills 		<p>Structures: Shelters Product: Design and make a shelter to create an earthquake proof building</p> <p>Investigate and analyse different materials used to build shelters</p> <p>Select and use a range of tools to join materials securely</p>	<p>Food: Design and create a dish using seasonal produce Product: A soup or dish with produce found in the UK in January/ February</p> <p>Investigate and analyse a range of existing vegetarian dishes using seasonal produce</p>	<p>Electrical systems: Simple circuits and switches Product: Children's board game to enhance knowledge of the Ancient Egyptians</p> <p>Explore a range of board games and how they have developed over time</p>		

		Evaluate the final product for functionality	<p>Research and analyse the nutritional value of different soups and vegetarian dishes</p> <p>Develop vegetable preparation skills including chopping and peeling</p> <p>Develop a recipe and consider the tools needed to create my product.</p> <p>Design packaging that appeals to the target audience</p> <p>Evaluate the success of the final product</p>	<p>Investigate the use of simple circuits to enhance the appeal of board games</p> <p>Construct a circuit with basic components, join and combine materials according to their functional properties and aesthetic qualities</p>		
<p>PE</p> <ul style="list-style-type: none"> • knowledge skills 	<p>OAA: How important is teamwork in sport?</p> <p>Problem solving skills through a range of challenges.</p> <p>Pupils work as a pair and small group to plan, solve, reflect and improve on strategies.</p> <p>Work collaboratively to overcome challenges</p> <p>Learn to orientate a map, identify key symbols and follow routes.</p>	<p>Dance: How can dance tell a story?</p> <p>Creating characters and narrative through movement and gesture.</p> <p>Gain inspiration from a range of stimuli, working individually, in pairs and small groups.</p> <p>Think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.</p> <p>Develop confidence in performing and will be given the opportunity to</p> <p>Provide feedback and utilise feedback to improve their own work.</p>	<p>Football: How can I apply different passes and tactics effectively when playing football?</p> <p>Persevere when developing key skills and principles</p> <p>Learn to work cooperatively within a team</p> <p>Show respect for their team mates, opposition and referee</p> <p>Select and apply tactics to outwit their opposition.</p> <p>Develop spacial awareness in game situations</p> <p>Understand the role of an attacker/defender</p>	<p>Tennis: What skills do I need to refine to play tennis effectively?</p> <p>Develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes.</p> <p>Explore how to score points in games</p> <p>Use skills, strategies and tactics to outwit the opposition</p> <p>Explain importance of being honest whilst playing to the rules</p>	<p>Sports Day Practice</p> <p>Athletics: How can I challenge myself as an athlete to improve my performance?</p> <p>Demonstrate the difference in sprinting and jogging techniques.</p> <p>Explain what happens in my body when I warm up</p> <p>Throw with some accuracy and power to a target area.</p> <p>Identify when I was successful and what I need to do to improve.</p>	<p>What skills do I need to play hockey effectively?</p> <p>Dribble, pass, receive and shoot the ball with increasing control.</p> <p>Move to space to help my team to keep possession and score goals.</p> <p>Track an opponent to slow them down.</p> <p>Use simple tactics to help my team score or gain possession.</p>

	<p>Dance: How does your body move differently to different types of music?</p> <p>Choose actions and dynamic to fit a piece of music</p> <p>Develop timing and use of space</p> <p>Develop simple phrases to link together</p> <p>Comment of positive aspects of others performance</p>	<p>Basketball: How are the rules and skills from netball transferable to basketball?</p> <p>Delay an opponent and help to prevent the other team from scoring.</p> <p>Use simple tactics to help my team score or gain possession.</p> <p>Move to space to help my team to keep possession and score goals.</p> <p>Dribble, pass, receive and shoot the ball with increasing control.</p> <p>Provide feedback using key terminology and understand what I need to do to improve.</p> <p>Share ideas and work with others to manage our game.</p>	<p>Gymnastics: How can using a range of travelling movements help me to create a complex sequence to perform?</p> <p>Develop sequences individually and in pairs using a range of levels, direction shape and balances</p> <p>Identify muscles used and effect on performance</p> <p>Develop evaluation of own and others sequences using key vocabulary</p> <p>Understand how body tension can improve the control and quality of my movements.</p> <p>Explain what happens to my body when I exercise and how this helps to make me healthy</p>	<p>Yoga: How can yoga support my physical and mental health?</p> <p>Describe how yoga makes me feel and can talk about the benefits of yoga.</p> <p>Explore connecting breath and movement.</p> <p>explore new yoga poses and begin to connect them.</p> <p>Transition from pose to pose in time with my breath.</p> <p>explore gratitude when remembering and repeating a yoga flow.</p> <p>develop flexibility and strength in a positive summer flow.</p>	<p>Golf: How does good hand eye co-ordination support me with playing golf?</p> <p>Explore hitting techniques with different equipment</p> <p>Explain how to aim with increasing accuracy</p> <p>Understand the principles of golf</p> <p>Use different actions for different shots.</p>	<p>Rounders: How can I bat and field effectively in rounders to improve my team's performance?</p> <p>Use overarm and underarm throwing and catching skills with increasing accuracy.</p> <p>Bowl a ball with some accuracy, and consistency.</p> <p>Learn the rules of the game</p> <p>Communicate with my teammates to apply simple tactics</p> <p>Provide feedback using key terminology and understand what I need to do to improve</p>
<p>Music</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>The children will be participating in clarinet lessons with the Enfield Music Service:</p> <ul style="list-style-type: none"> • Read musical notation • Put together and take apart a clarinet • Play simple notes • Develop rhythm • Develop playing notes into musical accompaniment to different songs • Perform to an audience 			<p>How can you adapt and transpose motifs?</p> <p>Sing in tune and in time</p> <p>Understand what a musical motif is</p> <p>Compose and notate a motif</p> <p>Develop and transpose a musical motif</p>	<p>How can you use body and tuned percussion to represent the sounds of the rainforest?</p> <p>Identify structure and texture in music</p> <p>Use body percussion</p> <p>Create musical rhythms using body percussion</p> <p>Create simple tunes</p>	

					Combine and perform different versions of a musical motif	Create simple tunes Build and improve a composition
<p>RE</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>Believing: What does it mean to be a Hindu in Britain today?</p> <p>Important concepts within Hindu daily life</p> <p>Discuss how Gandhi's life showcases Hindu teaching and what can be learned from this</p> <p>Consider the challenges of being a Hindu within our society</p>	<p>Expressing: How do people from religious and non-religious communities celebrate key festivals?</p> <p>Consider how people celebrate Christmas (religious focus and sociological focus)</p> <p>Discuss what we can learn about how people celebrate different festivals</p> <p>Explore the role of festivals in Britain today.</p> <p>Understand and consider how people from religious and non-religious communities celebrate key festivals</p>	<p>Believing: Why is Jesus inspiring to some people?</p> <p>Consider what people mean by inspiring and who inspires them</p> <p>Discuss why Jesus' life story is inspiring</p> <p>Explore whether Jesus was a good teacher and leader and how he inspired others</p> <p>Understand the significance of "Good Friday" and Jesus' resurrection</p>	<p>Living: How do family life and festivals show what matters to Jewish people?</p> <p>Understand how Jewish people celebrate Shabbat and why is it important to celebrate this weekly.</p> <p>Understand the significance of the festivals of Rosh Hashanah, Yom Kippur and Pesach</p> <p>Reflect on the importance of the 10 Commandments and blessings for the Jewish people</p>	<p>Living: What can we learn from religions about deciding what is right and wrong?</p> <p>Recall and talk about the Ten Commandments and the messages this gives for the way people should live.</p> <p>Understand how the work of Jesus teaches Christians to live a good life</p> <p>Discuss how non-religious people know the difference between right and wrong</p> <p>Explore religious stories about temptation</p> <p>Understand how religious teachings can affect people's actions.</p>	<p>Expressing: Why do some people think that life is a journey and what significant experiences mark this?</p> <p>Understand the significance of a journey</p> <p>Explore the milestones of Baptism (Christianity) and Bat Mitzvah (Judaism)</p> <p>Discuss how Hindus mark the journey of life</p> <p>Consider why some people choose to get married.</p> <p>Answer the question: Are all journeys similar? Can we compare the journeys of Christians, Jewish people and Hindus?</p>
<p>Spanish</p>	<p>Phonetics Lesson 2 (La Fonética)</p> <ul style="list-style-type: none"> • Understand the second set of phonics sounds/phonemes in Spanish. The sounds are: ca ce ci co cu <p>Presenting myself (Me Presento)</p>	<p>Family (Mi Familia)</p> <p>To continue and consolidate the nouns and definite articles/determiners for members of the family in Spanish and to learn how to use the possessive adjective 'my' in Spanish with increasing accuracy and understanding.</p>	<p>At the Café (En la Cafetería)</p> <p>Introduce the ten masculine and 10 feminine nouns with the indefinite article / determiner for popular food and drink typically offered in a Spanish cafeteria.</p> <p>Revise and consolidate all the foods/snacks and drinks and</p>	<p>Numbers (x 4 - short unit)</p> <p>To learn numbers and be able to count from 1-31 in Spanish.</p> <p>To learn the multiples of 10 up to 100 in Spanish, as well as recognise all the other numbers from 1-100 in Spanish.</p>	<p>Seasons (Las estaciones)</p> <p>Learn how to name (with accurate pronunciation) and remember the four seasons in Spanish.</p> <p>Learn all about what happens in each of the seasons in turn and learn how to say a short</p>	<p>My home (Mi Casa)</p> <p>Say whether they live in a house or an apartment and say where it is.</p> <p>Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish.</p>

	<p>Count to 20 in Spanish and ask and answer the question 'how old are you?'</p> <p>Ask and answer the question 'what is your name?'</p> <p>To learn how to ask and answer the question ¿Dónde vives? (Where do you live?), as well as learn the basics of adjectival agreement in Spanish.</p>	<p>Introduce the language required to ask and answer the target question: ¿Tienes hermanos? (Do you have any siblings?)</p> <p>Consolidate the previously learnt language and introduce the question ¿Cómo se llama? (what is he/she called?). To learn how to ask the question but also to formulate the answer by moving from 1st person singular (me llamo) to 3rd person singular (se llama).</p> <p>Learn how to say and recognise numbers 1-100 in Spanish in relation to ages of different family members.</p>	<p>learn the transactional language required to order what you would like to eat and drink in the cafetería.</p> <p>Learn how to ask for the bill and how to say thank you and goodbye in Spanish.</p> <p>Understand Spanish currency better to calculate a bill in a Spanish cafetería.</p> <p>Have the knowledge and skills necessary to perform a short role-play in a Spanish cafetería.</p>		<p>sentence about each of the seasons in Spanish.</p> <p>Highlight a key feature for each season in Spanish and by the end of the unit, have the skills and knowledge to say which their favourite season is.</p>	<p>Tell somebody in Spanish, and ask somebody in Spanish, which rooms they have or do not have in their home.</p> <p>Attempt to create a longer spoken or written passage in Spanish, recycling previously learnt language (incorporating personal details such as their name and age).</p>
<p>PSHE / Citizenship</p> <ul style="list-style-type: none"> • knowledge • Skills 	<p>Keeping safe and managing risk: Playing safe</p> <p>Recognise and understand the importance of the classification of computer games</p> <p>Recognise the importance of safety near road, rails, building sites</p> <p>Understand the basic principles of first aid and emergency care</p>	<p>Identity, society and equality: Democracy</p> <p>Understand that Britain is a democratic society and what this means</p> <p>Know that there are different political parties who differ in their views</p> <p>Understand that people have opportunities to influence decisions by voting in elections</p>	<p>Physical health and wellbeing: What is important to me?</p> <p>Recognise food choices linked to religious, moral, cultural or health reasons</p> <p>Explain why a person may avoid certain foods.</p> <p>Identify factors that might influence people's choices about food e.g.ethical farming, fair trade and seasonality</p> <p>Consumer choice</p> <p>Understand the importance of sleep on physical and mental health</p>	<p>Drug, alcohol and tobacco education: Making choices</p> <p>Develop an awareness of drugs that are common in everyday life such as caffeine, alcohol, tobacco or nicotine products and when they may be used.</p> <p>Identify why a person may choose or use or not use a drug.</p> <p>Explain some of the alternatives to using drugs.</p>	<p>Relationships and health education: Growing up and changing</p> <p>Identify changes throughout the Human life cycle</p> <p>Understand change is ongoing</p> <p>Understand change is individual</p>	<p>Relationships and health education: Growing up and changing</p> <p>Recognise the important points in the Human lifecycle.</p> <p>Understand the changes which occur during puberty</p> <p>Understand the importance of personal hygiene and how to keep clean.</p> <p>Recognise the different emotions which we feel during puberty.</p>

Hadley Wood Primary School

Yearly Overview: Year 4

2025 - 2026

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