

Subject	Key Concepts	Repeated Skills	Daily Dashboard	Trip/Experience
	<p data-bbox="342 507 495 539">Composition</p> <p data-bbox="342 619 595 651">Write with purpose</p> <p data-bbox="342 691 860 762">This concept involves understanding the purpose or purposes of a piece of writing.</p> <p data-bbox="342 802 696 834">Use imaginative description</p> <p data-bbox="342 874 853 986">This concept involves developing an appreciation of how best to convey ideas through description.</p> <p data-bbox="342 1066 736 1098">Organise writing appropriately</p> <p data-bbox="342 1137 853 1249">This concept involves developing an appreciation of how best to convey ideas through description.</p> <p data-bbox="342 1329 546 1361">Use paragraphs</p> <p data-bbox="342 1401 853 1473">This concept involves understanding how to group ideas so as to guide the reader.</p>	<p data-bbox="902 172 1413 427">increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p data-bbox="902 467 1402 691">Writing Composition plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p data-bbox="902 730 1279 762">discussing and recording ideas</p> <p data-bbox="902 802 1435 1026">draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <p data-bbox="902 1066 1375 1098">organising paragraphs around a theme</p> <p data-bbox="902 1137 1440 1209">in narratives, creating settings, characters and plot</p> <p data-bbox="902 1249 1375 1361">in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p>		

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	<p>Use sentences appropriately</p> <p>This concept involves using different types of sentences appropriately for both clarity and for effect.</p> <p>Analyse writing</p> <p>This concept involves understanding how grammatical choices give effect and meaning to writing.</p> <p>Present writing</p> <p>This concept involves learning to reflect upon writing and reading it aloud to others.</p> <p>Punctuate accurately</p> <p>This concept involves understanding that punctuation adds clarity to writing.</p>	<p>evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proof-read for spelling and punctuation errors</p> <p>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Writing - Vocabulary, Grammar Punctuation</p> <p>develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>using the present perfect form of verbs in contrast to the past tense</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>		

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Reading	<p>Key Texts: The Pebble in My Pocket – Meredith Hooper / Chris Coady The Saga of Erik the Viking – Terry Jones You Wouldn't want to be a Medieval Knight! - Fiona MacDonald Running Wild – Michael Morpurgo The Mummys Tomb – The Charlie Small Journals</p> <p>Read words accurately</p>	<p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>using fronted adverbials</p> <p>learning the grammar for years 3 and 4 in English Appendix 2</p> <p>indicate grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns</p> <p>using and punctuating direct speech</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Word Reading</p>		

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	<p>This concept involves decoding and fluency.</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Comprehension</p>		
	<p>Understand texts</p> <p>This concept involves understanding both the literal and more subtle nuances of texts.</p>	<p>develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>identifying themes and conventions in a wide range of books</p>		

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		<p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>		
		<p>discussing words and phrases that capture the reader's interest and imagination</p>		
		<p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p>		
		<p>understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p>		
		<p>asking questions to improve their understanding of a text</p>		
		<p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>		
		<p>predicting what might happen from details stated and implied</p>		
		<p>identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning</p>		

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Science		<p>retrieve and record information from non-fiction</p> <p>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>		
	<p>Investigate living things This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes.</p> <p>Understand animals and humans This concept involves becoming familiar with different types of animals, humans and the life processes they share.</p> <p>States of Matter</p> <p>Investigate sound and hearing This concept involves understanding how sound is produced, how it travels and how they are heard.</p> <p>Understand electrical circuits This concept involves understanding circuits and their role in electrical applications.</p>	<p>Working Scientifically (Runs through each science topic) This concept involves learning the methodologies of the discipline of Science. Ask relevant questions.</p> <ul style="list-style-type: none"> • Set up simple, practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. 		

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History	<p>Rich and Poor (Social Structure) Who are today's richest & poorest people? How some people are controlled by others Rich and poor in Britain. Changes in Britain from the Stone Age to the Iron Age. <i>Status evolving – people not equal, skilled work leading to difference in status through to women having high status. (Chris Quigley doc to support)</i> <i>Romans (Build on Year 3 learning) emperor, senator, citizens, slaves.</i> <i>Anglo Saxons (develop the idea of Vikings civilizations running alongside each other)</i> <i>Local Area Study – Ironstone Miners lifestyle in contrast to the Pease family (Year 3 / KS1 link)</i></p>	<p>• Use straightforward, scientific evidence to answer questions or to support their findings.</p> <p>Investigate and interpret the past Build an overview of world history Understand chronology Communicate historically</p> <p>Advancing (Practising) Apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare</p> <p>Deep (Deepening understanding) Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove</p>	As Year 3	
Geography	<p>Eurovision To investigate places- countries, capitals, cities of Europe Compare UK region to European regions Human and Physical Features Key locational coverage could include: France (to recap from Y3), Spain, Italy, Bulgaria, Germany, Russia, Iceland, Denmark, Norway, Cyprus, Croatia, Greece, Poland, Serbia, Portugal, Sweden When learning about Europe investigate/ discover human and physical features such as:</p>	<p>Recognise, identify and describe key aspects of physical and human geography. Use geographical language to describe similarities and differences between locations and how some features have changed over time. Use maps, atlases, globes and digital/ computer mapping. Use fieldwork to observe and record human and physical features in local area. (sketch maps, plans and graphs, digital technologies)</p>	<p>Name and locate Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones.</p> <p>Name and locate countries and cities of Europe (once covered)</p>	<p>Geography workshops- in school??</p> <p>VR Experiences??</p>

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	<p>Shard, Eiffel Tower, Brandenburg Gate, Sagrada Familia Cathedral, Leaning Tower of Pisa, St Basil's Cathedral, Colosseum, Acropolis, Stonehenge, Nessebar Matterhorn, Dune of Pilat, Davolja Varos, Fjords in Norway, Northern Lights and any more from focus countries. Seas, lakes, oceans of Europe Volanoes- Etna, Vesuvius, Stromboli, Katla Mountains- Alps, Pyrenees, Matterhorn Discover/ investigate European: Flags/ anthems, significant people/ events, foods/ culture, weather/ climate</p>	<p>Use eight point compass directions, four figure grid references, symbols and keys.</p>		
Art	<p><u>Master Techniques</u> This concept involves developing a skill set so that ideas may be communicated.</p> <p style="text-align: center;">Painting Textiles Digital Media Drawing Printing</p> <p>Textiles - Design and make items of clothing for the rich. Compare different emperors etc.</p> <p>Digital Media - Linked to a country within Europe or a map of world/and or Europe and show journey to and from countries. Drawing - observational drawing of European foods etc. Real life drawing, not from photographs.</p> <p>Drawing - Ironstone Miners</p>	<p><u>Take Inspiration from the Greats</u> This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p> <p>After the initial introduction of the artist, children can: Research artist What inspired them Draw parts of their work - through picture frame, Re-create parts or all of their work through 5 main techniques - painting, textiles, digital media, drawing, painting. Use artist as inspiration for their own creations. Ransack Reading - from daily dashboard staff meeting.</p> <p><u>Develop Ideas</u> This concept involves understanding how ideas develop through an artistic process.</p>		<p>Possible artist in school - textiles.</p> <p>Links with Andrew Stogdale - Green screen, digital media.</p>

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	<p>Painting - landmarks, food, flags etc linked to European countries. Compare and contrast.</p> <p><u>Take Inspiration from the Greats</u> This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p> <p>European artists - Leonardo da Vinci - Italian Michelangelo - Italian Henri Matisse - French Pablo Picasso - Spanish Vincent Van Gogh - Dutch</p> <p>Painting - Artists who paint rich emperors etc</p> <p>Focus on 'Katie's Picture Show' book - John Constable (UK) and other French artists.</p> <p>'Katie and the Impressionists' book</p>			
DT	<p><u>Year 4</u> Creative themes – Control challenges – Banana keyboard</p> <p>Robots Wii game Computer games Traffic lights Electric keyboards / piano</p> <p>Learn about control</p>	<p>To design, make, evaluate and improve.</p> <ul style="list-style-type: none"> • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs. <p>To master practical skills – Materials</p>	<p>Links to other areas:</p> <p>Music (compose and perform) Science – conductors knowledge needed</p> <p>Y4 provision box: Cutting, measuring, joining materials according to milestone objectives.</p>	

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Computing	<p>Milestone 2: Create series and parallel circuits</p> <p>Milestone 3: Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).</p>	<p><i>Measure and mark out to the nearest millimetre.</i></p> <p>Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</p> <p>Select appropriate joining techniques. Cut materials accurately and safely by selecting appropriate tools.</p> <p>To master practical skills - Textiles</p> <ul style="list-style-type: none"> • Understand the need for a seam allowance. • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles. <p><i>(Make flag of country of choice from Geography using textiles - including seams)</i></p> <p>To master practical skills - Food</p> <ul style="list-style-type: none"> • Prepare ingredients hygienically using appropriate utensils. • <i>Measure ingredients to the nearest gram accurately.</i> • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). <p><i>(Make food linked to Geography countries)</i></p>	<p>DD opportunities:</p> <p>Numeracy link - Measuring to nearest mm</p> <p>Perimeter of compound shapes / nets</p> <p>Practical DD???</p> <p>Cutting and joining a range of different materials - standalone sessions to keep skills going throughout LKS2</p> <p>DD opportunities:</p> <p>Measuring, reading scales in numeracy to nearest gram</p>	
	<p>To code - progression from Year 3 algorithms to include: Variables and lists- understand that variable can store different types of data</p>	<p>To understand online risks Cyber bullying, staying safe online, risks to online communication</p>	<p>Vocab - input, output, debug, variable, sensing, hardware, software decomposition</p>	<p>Safer Internet Day Tuesday 11th February</p>

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	<p>Sensing - create conditions for actions e.g. when the pin 1 touches ... the microbit will beep and record value.</p> <p>Control & Events - Extend IF/ELSE with If/ElseIF/ Else. Conditionals will be greater or less than.</p> <p>Repetition: To extend with loops that run until a condition is met WHILE , FOR</p> <p>Looks - set appearance of objects and sequence of change (LED on microbit)</p> <p>Debugging:</p> <p>Decomposition- breaking down into chunks</p> <p>ToodleBit - Unit 2 End product = Morse Code Box and Unit 3 = LED coding Gibraltar runway crossing See separate document ToodleBit progression of skills.</p> <p>To communicate - Use some of the advanced features of applications to in order to communicate ideas, work or messages professionally.</p> <p>2email (complex interface), Showbie (screen shot upload/edit documents), Notebook/EE, Purplemash - spreadsheets/data bases – link to maths missions/ curriculum areas.</p> <p>Adobe Spark – individual child log in email?</p> <p>To connect - Contribute and respond to a blog moderated by a teacher.</p> <p>2Blog - Purplemash, 2 Write (collaborative feature for provision tasks, literacy dash board)</p>	<p>To code: On-going application of key coding concepts.</p> <p>Provision afternoons to include challenges for: Scratch creating shapes/repeating patterns, 2Code and Scottie Go.</p> <p>To communicate - Use a range of applications to present work, ideas and messages across the curriculum.</p> <p>Guided reading character profile, email response, literacy, geography, history, DT photo graph and annotate on showbie (evaluation/planning stage)</p> <p>To connect - Blog as part of weekly routine</p> <p>- Pair up with Y3 to respond to comments and make purposeful communication.</p> <p>Guided reading text, enquiry based, debate, British values, picture news...etc.</p>	<p>Maths links</p> <p>DT / Science/ Geography/History links</p> <p>Toodlebit end products</p> <p>Morse code box - History/DT</p> <p>Runway crossing - Science circuits/Geography</p>	<p>Inspire 2 Learn event - check calendar when released.</p> <p>Toodle Bit – Club from Y3- Y6</p>

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Music	<p>To collect - Devise and construct databases in areas across the curriculum. <i>Follow Purplemash year group specified unit for data bases (initially)</i></p>			
	<p>Play and perform in solo and ensemble contexts, using voice and playing instruments. Performances <i>Charanga - weekly coverage</i></p> <p>Improvise and compose music using the inter-related dimensions of music separately and in combination. Build on current coverage of (Pulse, rhythm, pitch, dynamics, tempo, timbre) + structure <i>Charanga - weekly coverage</i></p> <p>Listen with attention to detail and recall sounds. <i>Charanga - weekly coverage</i> Class/ solo assessments - listen back + appraise</p> <p>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers. listening to composers linked to time in history. <i>Charanga - weekly coverage</i> Great composers 20th century - Victorians</p> <p>Topic links National anthems</p>	<p>Perform - Understanding music is created to be performed. Compose - Understanding music is created through a process which has a number of techniques. Describe Music - Appreciating the features and effectiveness of musical elements. Transcribe - understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p>	<p>Listening to music coming in and leaving school - weekly/2 genre/ style - appraise end of week. <i>Classical/ pop/ rock/ hiphop/ contemporary/ Jazz- blues/ reggae</i></p> <p><i>Numer rock - maths links</i> Supermovers Provision - listening centre listening to/ appraising different genres of music covered</p>	<p>World Music Day - 21st June</p> <p>Snappy Christmas - Performing</p> <p>Christmas performance</p> <p>TVMS - Recorders</p>

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PE	<p>Eurovision Popular songs in individual countries Around the world songs Romans Vikings</p>			
	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle. This concept involves learning a range of physical movements and sporting techniques.</p>	<p>Games, Dance, Gymnastics, Swimming, Athletics, OAA</p> <p>Different ways of travelling Walking, running, hopping, skipping, jumping. Rolling, throwing, bouncing, kicking, catching, defending, attacking Bending, stretching, bounding, leaping, tucking, kicking, collecting, stretching</p>	<p>15 minute run x 3 a week 5 a day TV Active lessons</p>	<p>Cross country Tri-golf Invasion development day Football Mini-tennis Jedi training Quad kids</p>
RE/Culture	<p>Understand beliefs and teachings To understand the key teachings of various religions. Understand practices and lifestyles To understand the day to day lives and practices of various religions. Look at relevant festivals (2019-20) from different religions- Rosh Hashanah, Navaratri, Diwali, Makar Sankranti, Easter, Wesak, Pentecost, Christmas Comparing religions – beliefs, holy book, practices (water in religion, pilgrimages)</p>	<p>Name key teachings and beliefs Identify and explain artefacts, symbols, religious buildings and practices Reflect ask questions about religious beliefs and puzzling aspects of life Understand Values explain and describe how values affect behaviour and actions (links to British Values)</p>	<p>Recall names of main religions Recall key vocab from Christianity and other religions- place of worship, main God, holy book, symbols, artefacts, related story.</p>	
PSHCE				
Keeping Safe				
British Values	<p>Continue with British Weekly News topics – Individual Liberty, Rule of Law, Democracy, Respect and Tolerance.</p>	<p>Focus on key events during the year – (Global learning links) Black History Month, Universal Children’s Day, Fair Trade, World Water Day, Universal day of Happiness</p>		
MFL	<p><u>Speak Confidently</u></p> <ul style="list-style-type: none"> Understand the main points from spoken passages. Ask others to repeat words or phrases if necessary. Ask and answer simple questions and talk about interests. 		<p>Hello, goodbye, please and thankyou in response to simple questions</p> <ul style="list-style-type: none"> Verbalise, write and perform gestures for French cultures 	

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	<ul style="list-style-type: none"> • Take part in discussions and tasks. • Demonstrate a growing vocabulary <p><u>Read Fluently</u></p> <ul style="list-style-type: none"> • Read and understand the main points in short written texts. • Read short texts independently. • Use a translation dictionary or glossary to look up new words. <p><u>Understand the culture of countries where French is spoken.</u></p> <ul style="list-style-type: none"> • Describe with some interesting details some aspects of countries or communities where the language is spoken. • Make comparisons between life in countries or communities where the language is spoken and this country <p><u>Where I live:</u> Where in the country Type of property Whats around us eg café, school, shop, park countries</p> <p><u>Transport:</u> How to move around</p> <ul style="list-style-type: none"> • Cars, bus, aeroplane - preferences shared. <p>Shopping</p> <ul style="list-style-type: none"> • Items of clothing and where it is worn 		<ul style="list-style-type: none"> • Take in conversations where these responses are relevant. <p>Greetings- Name, age, live, pets, family.</p> <ul style="list-style-type: none"> • Read flash cards, speak in a conversation, can they start to write their response. <p>Numbers to 30 - read and speak numbers with a progression - can some write the number correctly</p> <ul style="list-style-type: none"> • order numbers - read and understand. <p>Days of the week/months - read and speak - progress to writing the date</p> <p>Colours- learn the colours - apply them to common objects eg blue sky.</p> <p>Supermovers/ 5 a day - listening and speaking in 5 - understand what is being asked of them.</p>	

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	<ul style="list-style-type: none">• Clothign preference• Asking money related questions Time/ date <ul style="list-style-type: none">• Morning, afternoon, night• Months• Days• Numbers• Seasons• Important french dates. <u>Hobbies/likes and dislikes</u> <ul style="list-style-type: none">• Recreational activities• Likes and dislikes• Jobs <u>Holiday:</u> <ul style="list-style-type: none">• Places• Weather• Things to do on holiday			