

YEAR 4

CURRICULUM



Belong. Believe. Become

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic title	Roman invasion	Road trip USA!	Rainforests	Stockton and trains	Mountains	Viking warriors
Engage						
Science	Scientific investigations	Sound	Living things and their habitats	Electricity	States of Matter	Animals including humans
Geography		North America	Rainforests		Mountains	
History	Romans			History of trains		Vikings

Art and Design		Colour and contrast Artist study- Andy Warhol		The Darlington train sculpture	Watercolour mountains	
DT	Roman catapult		Beautiful butterflies			Viking long boat
Music	Listening and performing		Creating		BBC Ten Pieces- music study	
PE	Dance	Gymnastics	Tennis	Tag rugby	Cricket/rounder	Athletics
French	Play time	My home	My town	Describing people	The body	Sport
PSHCE	Living in the wide world		Relationships		Health and wellbeing	

Computing	Comic creation	Repetition	Repetition	Photo editing	Networks and the internet	Selection
RE	Why did the monks copy the gospels by hand?	Why is Christmas a winter festival?	What is a mosque for?	Why is Easter a spring festival?	What is Eid?	Judaism: believing and belonging
Express						

SUGGESTED TRIPS

“Better to see something once than hear about it a thousand times.”

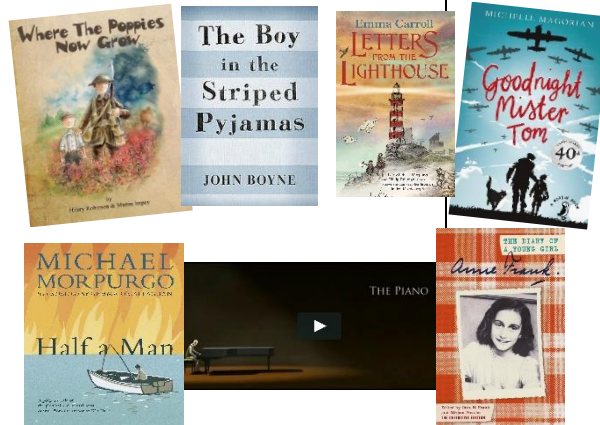
--Asian proverb

READING CANON

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.”

—Dr. Seuss







Reading Cannon books



READING

“There is no greater gift we can give children, no one thing we can equip them with that will serve them as well as being a fluent reader. Reading is knowledge and a skill that permeates every aspect of adult life.”

—Emma Turner

VIPERS skills and knowledge progression		
Vocabulary	Inference	Prediction
<ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read use a thesaurus to find synonyms discuss why words have been chosen and the effect these have on the reader explain how words can capture the interest of the reader discuss new and unusual vocabulary and clarify the meaning of these find the meaning of new words using the context of the sentence. 	<ul style="list-style-type: none"> ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) infer characters' feelings, thoughts and motives from their stated actions. consolidate the skill of justifying them using a specific reference point in the text use more than one piece of evidence to justify their answer 	<ul style="list-style-type: none"> justify predictions using evidence from the text. use relevant prior knowledge as well as details from the text to form predictions and to justify them. monitor these predictions and compare them with the text as they read on 
Explain	Retrieval	Sequence
<ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination identifying how language, structure, and presentation contribute to meaning recognise authorial choices and the purpose of these 	<ul style="list-style-type: none"> confidently skim and scan texts to record details, using relevant quotes to support their answers to questions. retrieve and record information from a fiction or non-fiction text. 	<ul style="list-style-type: none"> use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. identifying main ideas drawn from more than one paragraph. identify themes from a wide range of books summarise whole paragraphs, chapters or texts highlight key information and record it in bullet points, diagrams, maps etc 

Throughout the year children should be taught to-

Word Reading	Comprehension
<ul style="list-style-type: none"> • Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter- , super-, anti-, auto-, -ation, -ous; (English Appendix 1) • Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1) 	<ul style="list-style-type: none"> • Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks • Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes • Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read • Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally • Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination • Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry • Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes and conventions in a wide range of books • Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context • Understand what he/she reads independently by asking questions to improve his/her understanding of text with increasing complexity • Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text • Understand what he/she reads independently by predicting what might happen from details stated and implied • Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these • Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials • Retrieve and record information from non-fiction over a wide range of subjects • Participate in clear reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say

WRITING

“Writing for children is an art in itself, and a most interesting one.”

-- Enid Blyton

Genre of writing skills and knowledge progression		
Instructions	Recount (newspaper, diary, reports, biographies, letters)	Explanation texts
<ul style="list-style-type: none"> • In group work, give clear oral instructions to achieve the completion of a common task. Follow oral instructions of increased complexity. • Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness. • Identify sets of instructions which are for more complex procedures, or are combined with other text types (e.g. some recipes). Compare these in terms of audience/purpose and form (structure and language features). • Write a set of instructions (using appropriate form and features) and test them out on other people, revise and try them out again. 	<ul style="list-style-type: none"> • Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events. Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns. • Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as meanwhile, following, afterwards and including detail expressed in ways which will engage the reader. • Include recounts when creating paper or screen based information texts. 	<ul style="list-style-type: none"> • Read and analyse explanatory texts to identify key features. Distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all these forms of text or a combination of these forms • Orally summarise processes carried out in the classroom and on screen in flowcharts or cyclical diagrams as appropriate. • Contribute to the shared writing of an explanation where the teacher acts as scribe and models the use of paragraphs, connectives and the other key language and structural features appropriate to explanatory writing: – purpose: to explain a process or to answer a question – structure: introduction, followed by sequential explanation, organised into paragraphs – language features: usually present tense; use of connectives of time and cause and effect; use of passive voice – presentation: use of

		<p>diagrams and other illustrations, paragraphing, connectives, subheadings, numbering</p> <ul style="list-style-type: none"> • After oral rehearsal, write explanatory texts independently from a flow chart or other diagrammatic plan, using the conventions modelled in shared writing.
Non-chronological reports	Persuasion (adverts, leaflets, arguments, letters)	Information texts
<ul style="list-style-type: none"> • Collect information to write a report in which two or more subjects are compared, (e.g.) spiders and beetles; solids, liquids and gases, observing that a grid rather than a spidergram is appropriate for representing the information. • Draw attention to the precision in the use of technical terminology and how many of the nouns are derived from verbs • Teacher demonstrates the writing of a non-chronological report, including the use of organisational devices to aid conciseness such as numbered lists or headings. • Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style 	<ul style="list-style-type: none"> • Read and analyse a range of persuasive texts to identify key features (e.g. letters to newspapers, discussions of issues in books, such as animal welfare or environmental issues). Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these. • Analyse how a particular view can most convincingly be presented, e.g. ordering points to link them together so that one follows from another; how statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments • From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader. • • Evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, 	<ul style="list-style-type: none"> • Fill out brief notes into connected prose. • Present information from a variety of sources in one simple format, e.g. chart, labelled diagram, graph, matrix. • Begin to use graphic organisers as a tool to support writing up of information • Develop and refine ideas in writing using planning and problem-solving strategies • Edit down and reword a sentence or paragraph by deleting the less important elements, e.g. repetitions, asides, secondary considerations and explain the reasons for the editorial choices.

	<p>tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration, invented words</p> <ul style="list-style-type: none">• Both orally and in writing to assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting, school rules using more formal language appropriately.• Use writing frames if necessary to back up points of view with illustrations and examples• To present a point of view both orally and in writing,(e.g. in the form of a letter, a report or presentation) linking points persuasively and selecting style and vocabulary appropriate to the listener/reader; begin to explore how ICT other use of multimodality might support this.(e.g. showing pictures.)• Design an advertisement, such as a poster or radio jingle, on paper or screen, e.g. for a school fête or an imaginary product, making use of linguistic and other features learnt from reading examples• Explore the use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure a persuasive argument, e.g. 'if..., then'; 'on the other hand...'; 'finally'; 'so'	
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Balanced argument and discussion texts (speech, essay, letter)	Poetry	Story/narrative
<ul style="list-style-type: none"> In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), begin to recognise which present a single (biased) viewpoint and which try to be more objective and balanced. Continue to explore the expression of different views through discussion, role play and drama. 	<p>Reading poetry-</p> <ul style="list-style-type: none"> Describe poem’s impact and explain own interpretation by referring to the poem; Comment on the use of similes and expressive language to create images, sound effects and atmosphere; discuss the poem’s form and suggest the effect on the reader <p>Performing poetry-</p> <ul style="list-style-type: none"> vary volume, pace and use appropriate expression when performing use actions, sound effects, musical patterns and images to enhance a poem’s meaning <p>Creating poetry-</p> <ul style="list-style-type: none"> use language playfully to exaggerate or pretend; use similes to build images and identify clichés in own writing; write free verse; use a repeating pattern; experiment with simple forms 	<p>Telling stories-</p> <ul style="list-style-type: none"> Plan and tell own versions of stories; tell effectively, e.g. using gestures, repetition, traditional story openings and endings; explore dilemmas using drama techniques,(e.g.) improvise alternative courses of action for a character. <p>Writing stories-</p> <ul style="list-style-type: none"> Plan complete stories by identifying stages in the telling: introduction–build-up–climax or conflict- resolution; use paragraphs to organise and sequence the narrative and for more extended narrative structures; use different ways to introduce or connect paragraphs, (e.g.) Some time later..., Suddenly..., Inside the castle...; use details to build character descriptions and evoke a response; develop settings using adjectives and figurative language to evoke time, place and mood

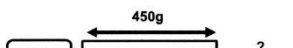

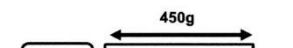



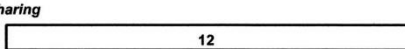
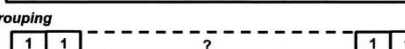

Throughout the year children should be taught the following grammar and punctuation-

Word	Sentence	Text
<ul style="list-style-type: none"> • The grammatical difference between plural and possessive –s • Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] 	<ul style="list-style-type: none"> • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • Fronted adverbials [for example, Later that day, I heard the bad news.] 	<ul style="list-style-type: none"> • Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation		Terminology for pupils
<ul style="list-style-type: none"> • Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”] • Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names] • Use of commas after fronted adverbials 		<p>determiner pronoun, possessive pronoun adverbial</p>

MATHS

“Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers.”

-- Shakuntala Devi

Skills and knowledge in calculations-																			
Addition	Subtraction	Multiplications	Division																
<p>Formal Methods Formal Columnar Addition <i>Note the additional line for 'carried digits' when using compact method. This can be removed, as appropriate.</i></p> $\begin{array}{r} 358 \\ + 263 \\ \hline 11 \\ \hline 621 \end{array}$ $\begin{array}{r} 358 \\ + 73 \\ \hline 431 \end{array}$ <p>Extending to numbers with at least four digits or uneven numbers of digits.</p> $\begin{array}{r} 3587 \\ + 675 \\ \hline 4262 \end{array}$	<p>Formal Methods Formal Columnar Subtraction Decomposition</p> $\begin{array}{r} 386 \\ - 148 \\ \hline 238 \end{array}$ $\begin{array}{r} 78042 \\ - 2834 \\ \hline 5208 \end{array}$ <p>Bar Model</p> <p>Before:  After:  Emily is making cakes. She puts flour on the scales. How much sugar does she add?</p> <p>Before:  After:  Amber, Barry and Cathy run a 50m race. Barry's time is 13 seconds. Amber finishes 5 seconds before Barry. Cathy finishes 3 seconds after Barry. What is Cathy's time? What is the total time taken by all three children?</p>	<p>Formal Short Multiplication (TO x O) <i>Note the additional line for 'carried digits' when using compact method. This can be removed, as appropriate.</i></p> $\begin{array}{r} 364 \\ \times 8 \\ \hline 53 \\ \hline 2912 \end{array}$ $\begin{array}{r} 364 \\ \times 8 \\ \hline 2912 \end{array}$ <p>Grid Method (TO x TO) $38 \times 72 = 2736$</p> <table border="1"> <tr> <td>x</td> <td>70</td> <td>2</td> <td></td> </tr> <tr> <td>30</td> <td>2100</td> <td>60</td> <td>= 2160</td> </tr> <tr> <td>8</td> <td>560</td> <td>16</td> <td>= 576</td> </tr> <tr> <td></td> <td></td> <td></td> <td>Total = 2736</td> </tr> </table> <p>Bar Model Associative Law <small>Multiply three numbers together -- Associative law</small> $(2 \times 3) \times 4 = 2 \times (3 \times 4)$</p>  <p>Integer Scaling</p> <p>Elastic:  A length of elastic is stretched four times longer than its original size. It was 56cm long. How long is it now?</p>	x	70	2		30	2100	60	= 2160	8	560	16	= 576				Total = 2736	<p>Formal Methods Formal Short Division <i>Remainders to be noted as a 'remainder' or as a fraction.</i></p> $8 \overline{) 2370} \begin{array}{l} 2967 \\ \text{or } 370\frac{7}{8} \end{array}$ <p>Bar Model</p> <p>Sharing:  Grouping: </p> <p>Integer Scaling</p> <p>Buttons:  Louise collects 120 buttons. She bought some new buttons to add to her collection. She now has 120 buttons, which is three times as many buttons as she started with. How many buttons did she start with?</p>
x	70	2																	
30	2100	60	= 2160																
8	560	16	= 576																
			Total = 2736																

Throughout the year children should be taught to-					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>1 Place value- negative numbers Count backwards through zero to include negative numbers</p>	<p>1 Multiplication & Division Recall multiplication and division facts for tables up to 12x12.</p>	<p>3 Place value. Roman numerals Read Roman numerals to 100 and understand that over time, the numeral system changes to include the concept of zero and place value.</p>	<p>5 Multiplication & Division Use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1; multiplying three numbers together.</p>	<p>5 Place Value Compare and order numbers beyond 1000</p>	<p>6 Place value Round any number to the nearest 10, 100 or 1000</p>
<p>2 Place value Count in multiples of 6, 7, 9, 25 and 1000.</p>	<p>2 Multiplication & Division Recognise and use factor pairs and commutativity in mental calculations.</p>	<p>1 Fractions and decimals Recognise and show, using diagrams, families of common equivalent fractions.</p>	<p>4 Place value Find 1000 more or less than a given number.</p>	<p>3 Fractions and decimals Find the effect of dividing a 1-digit or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.</p>	<p>2 Statistics Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</p>
<p>1 Addition & subtraction Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction, where appropriate.</p>	<p>3 Multiplication & Division Multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout.</p>	<p>2 Fractions Add and subtract fractions with the same denominator.</p>	<p>3 Addition & subtraction Consolidate Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.</p>	<p>4 Fractions Count up and down in hundredths; recognise that hundredths arise from dividing an object into 100 equal parts and in dividing numbers or quantities by 100.</p>	<p>4 Addition & subtraction Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p>

<p>2 Addition & subtraction Estimate and use inverse operations to check answers to a calculation.</p>	<p>2 Measures perimeter Measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m.</p>	<p>2 Geometry Position and direction Describe positions on a 2D grid as coordinates in the first quadrant</p>	<p>3 Geometry 2D shape Identify lines of symmetry in 2D shapes presented in different orientations. Complete a simple symmetric figure with respect to a specific line of symmetry</p>	<p>4 Measures Convert between different units of measure (e.g. km to m; hr to min)</p>	<p>6 Fractions - Decimals Round decimals with one decimal place to the nearest whole number. Compare numbers with the same number of decimal places up to two decimal places.</p>
<p>1 Geometry 2D shape Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p>	<p>1 Statistics Interpret and present discrete and continuous data using appropriate graphical methods, including: -bar charts -time graphs</p>	<p>3 Measures Area Find the area of rectilinear shapes by counting squares.</p>	<p>6 Multiplication & Division Find the effect of multiplying a number with up to 2 decimal places by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.</p>	<p>4 Geometry Describe positions on a 2D grid as coordinates in the first quadrant Describe movements between positions as translations of a given unit to the left/right and up/down Plot specified points and draw sides to complete given polygon</p>	<p>5 Geometry Identify acute and obtuse angles and compare and order angles up to two right angles by size.</p>
<p>1 Measures Time Read, write & convert time between analogue and digital 12- and 24-hour clocks.</p>	<p>Consolidate and Assess</p>	<p>4 Multiplication & Division Divide 2-digit and 3-digit numbers by a 1-digit number using formal written layout with no remainder.</p>	<p>Consolidate and Assess</p>	<p>5 Fractions Recognise and write decimals equivalents of any number of tenths or hundredths Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.</p>	<p>Consolidate and Assess</p>

Throughout the year children should be taught the following-

Number facts	Tables facts
<ul style="list-style-type: none">• Number Facts Chart completed;• Number Facts Test achieved;• HTU + O; HTO + T; HTO + H;• Bonds to 100	<ul style="list-style-type: none">• Bronze, Silver and Gold – 6x, 9x, 7x, 11x, 12x• Tables Chart completed;• Super Gold Test achieved.




SCIENCE

“Science is a way of life. Science is a perspective. Science is the process that takes us from confusion to understanding.”

--Brian Greene

Skills and knowledge in Science for Year One				
Working scientifically				
<p>Pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • asking relevant questions • setting up simple practical enquiries, comparative and fair tests • making accurate measurements using standard units, using a range of equipment, for example thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. 				
States of matter	Sound	Living things and their habitats	Electricity	Animals, including humans
<ul style="list-style-type: none"> • compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) 	<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 	<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 	<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 	<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

<ul style="list-style-type: none"> • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p>that produced it</p> <ul style="list-style-type: none"> • 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. 	<p>sometimes pose dangers to living things</p>	<p>circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <ul style="list-style-type: none"> • 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. 	
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Taught topics					
Scientific investigations	Sound	Living things and their habitats	Electricity	States of Matter	Animals including humans
Pupils should be taught: <ul style="list-style-type: none"> objectives from skills and knowledge above. 	Pupils should be taught: <ul style="list-style-type: none"> objectives from skills and knowledge above. 	Pupils should be taught: <ul style="list-style-type: none"> objectives from skills and knowledge above. 	Pupils should be taught: <ul style="list-style-type: none"> objectives from skills and knowledge above. 	Pupils should be taught: <ul style="list-style-type: none"> objectives from skills and knowledge above. 	Pupils should be taught: <ul style="list-style-type: none"> objectives from skills and knowledge above.
Curriculum links					
					

Teaching ideas

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Pupils should learn the following vocabulary-

Living things and habitats- Classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate

Animals and humans- Digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus, teeth, incisor, canine, molar, premolars, herbivore, carnivore, omnivore, producer, predator, prey, food chain

Electricity- Electricity, electrical appliance/device, mains, plug, electrical circuit, complete circuit, component, cell, battery, positive, negative, connect/connections, loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator, metal, non-metal, symbol

Sound- Sound, source, vibrate, vibration, travel, pitch (high, low), volume, faint, loud, insulation




States of matter- Solid, liquid, gas, state change, melting, freezing, melting point, boiling point, evaporation, temperature, water cycle

ART & DESIGN

“Art is a place for children to learn to trust their ideas, themselves, and to explore what is possible.”

--MaryAnn F. Kohl

Skills and knowledge in Art for Year One		
General skills and core knowledge		
<ul style="list-style-type: none"> • To explore and refine a range of techniques, materials, processes and media, including digital media, to draw, sculpt, model, design, paint and print • To design and create images and artefacts, expressing ideas for clearly defined purposes • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) • About great artists, architects and designers in history. 		
Drawing	Collage and sculpture	Painting
<ul style="list-style-type: none"> • Sketch lightly (no need to use a rubber to correct mistakes) • Use shading to show light and shadow, making the picture look 3d. • Use hatching and cross hatching to show tone and texture • Use pastels for effect 	<ul style="list-style-type: none"> • Use clay and other mouldable materials • Add materials to provide interesting detail • Select a range of tools, to add detail • Select and arrange materials for a striking effect • Ensure work is precise • Use patterns for precise detail 	<ul style="list-style-type: none"> • Abstract Art • Use bright coloured paint to produce the painting, then use thin black lines to add detail • Experiment with creating mood with colour

Taught topics		
Colour and contrast Artist study- Andy Warhol	The Darlington train sculpture	Watercolour mountains
Pupils should be taught: <ul style="list-style-type: none"> • Use colours for effect. 	Pupils should be taught: <ul style="list-style-type: none"> • Use a range of clay tools appropriately. 	Pupils should be taught: <ul style="list-style-type: none"> • Use a range of watercolour techniques for effect- wet-on-wet, wet-on-dry, dry-on-dry and dry-on-wet. • Use colour to create mood.
Curriculum links		
		

Teaching ideas

- | | | |
|---|--|---|
| <ul style="list-style-type: none">• Explore art by Andy Warhol.• Use drawing and painting skills.• Look at colours and brush techniques.• Re-create pop art. | <ul style="list-style-type: none">• Use observation skills- Darlington train sculpture.• Look at different equipment and tools for creating an effective clay sculpture.• Recreate the train sculpture using clay and various tools. | <ul style="list-style-type: none">• Use photographs and first hand observations to look at mountains.• Explore a range of watercolour paintings of mountains.• Experiment with techniques and using watercolours.• Create own mountain painting. |
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Vocabulary

Pupils should learn the following vocabulary-

COMPUTING

“Coding is today’s language of creativity. All our children deserve a chance to become creators instead consumers of computer science.”

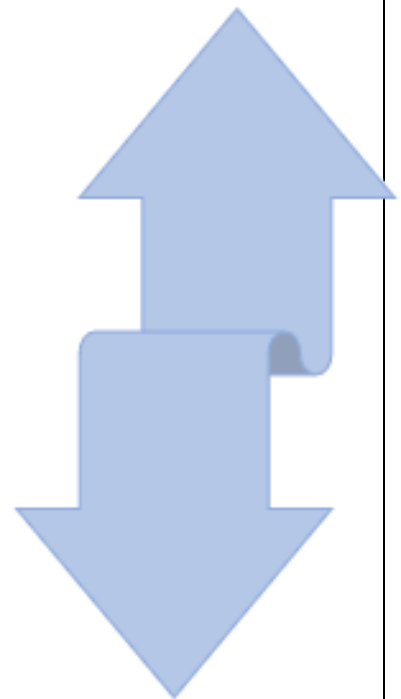
—Maria Klawe

Skills and knowledge in computing			
E-safety	Programming	Handling data	Multimedia
<ul style="list-style-type: none"> • I choose a secure password when I am using a website. • I can talk about the ways I can protect myself and my friends from harm online. • I use the safety features of websites as well as reporting concerns to an adult. • I know that anything I post online can be seen by others. • I choose websites and games that are appropriate for my age. • I can help my friends make good choices about the time they spend online. • I can talk about why I need to ask a trusted adult before downloading files and games from the Internet. • I comment positively and respectfully online. 	<ul style="list-style-type: none"> • I can use logical thinking to solve an open-ended problem by breaking it up into smaller parts. • I can use an efficient procedure to simplify a program. • I can use a sensor to detect a change which can select an action within my program. • I know that I need to keep testing my program while I am putting it together. • I can use a variety of tools to create a program. • I can recognise an error in a program and debug it. • I recognise that an algorithm will help me to sequence more complex programs. • I recognise that using algorithms will also help solve problems in other learning such as Maths, Science and Design and Technology. 	<ul style="list-style-type: none"> • I can organise data in different ways. • I can collect data and identify where it could be inaccurate. • I can plan, create and search a database to answer questions. • I can choose the best way to present data to my friends. • I can use a data logger to record and share my readings with my friends. 	<ul style="list-style-type: none"> • I can use photos, video and sound to create an atmosphere when presenting to different audiences. • I am confident to explore new media to extend what I can achieve. • I can change the appearance of text to increase its effectiveness. • I can create, modify and present documents for a particular purpose. • I can use a keyboard confidently and make use of a spellchecker to write and review my work. • I can use an appropriate tool to share my work and collaborate online. • I can give constructive feedback to my friends to help them improve their work and refine my own work.
Technology in our lives			
<ul style="list-style-type: none"> • I can tell you whether a resource I am using is on the Internet, the school network or my own device. • I can identify key words to use when searching safely on the World Wide Web. • I think about the reliability of information I read on the World Wide Web. 			

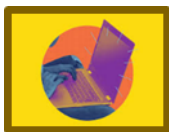
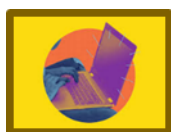
- I can tell you how to check who owns photos, text and clipart.
- I can create a hyperlink to a resource on the World Wide Web.

Taught topics					
Comic creation	Repetition	Repetition	Photo editing	Networks and the internet	Selection
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Use photos, videos and sounds to present. • Use new media to present information to an audience. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Use scratch to create a game that uses repetition. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Use a different programme (not scratch) to create a game. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Use an online editor to edit an image using a range of tools. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Appreciate that the internet is a network of networks. • Explore the world wide web and find out about who owns content. • Create hyperlinks to websites within their own work. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Use kodu to create a game using skills taught throughout the year.

Curriculum links



Teaching ideas



Vocabulary




Pupils should learn the following vocabulary-

DESIGN AND TECHNOLOGY

“When you take technology and mix it with art, you always come up with something innovative.”
— Robert Rodríguez

Skills and knowledge		



Taught topics		
Roman catapult	Beautiful butterflies	Viking long boat
Pupils should be taught: <ul style="list-style-type: none"> • Cut wood to size. • Join wood and support with struts. • Create moving part using dowel. 	Pupils should be taught: <ul style="list-style-type: none"> • Cut and shape fabric. • Use running stitch effectively so that it does not distract from the aesthetics. • Sew details onto piece. 	Pupils should be taught: <ul style="list-style-type: none"> • Use card and split pins to create leavers and linkages.
Curriculum links		
		

Teaching ideas



- Design a butterfly based on images of butterflies found in the rainforest.
- Cut felt shapes for main butterfly and detail.
- Sew and stuff.
- Leavers and linkages to create a Viking ship that moves.

Vocabulary




Pupils should learn the following vocabulary-

GEOGRAPHY

"The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together."

--Barack Obama

Skills and knowledge in Geography	
Location knowledge	Place knowledge – North America, the USA
<ul style="list-style-type: none"> Name and locate countries of the world concentrating on their key physical and human characteristics. 	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of North America
Physical and Human geography	Geographical mapping skills
<ul style="list-style-type: none"> To understand key geographical aspects of mountains & Valleys. 	<ul style="list-style-type: none"> Use maps with symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Children to draw maps including symbols and a key.
Fieldwork	
<ul style="list-style-type: none"> Use fieldwork to observe, measure and record physical and human features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	

Taught topics		
North America	Rainforests	Mountains
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Name the countries in North America and locate them on a world map. • Locate major cities in North America and discuss their main landmarks and characteristics. • Compare an area of North America to Stockton. • Compare buildings, climate and culture in the USA to the UK. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Locate key rainforests around the world. • Explain the composition of a rainforest. • Compare the geography of a rainforest with a local woodland (Wynyard). 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Name the types of mountain and how they are formed- fold, fault-block, dome, volcanic and plateau- and how each is formed. • Use an OS map to plot mountain type and height. • Name and locate famous mountains around the world (mainly USA). • Name and locate mountains in the UK.
Curriculum links		
		

Teaching ideas

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Vocabulary




Pupils should learn the following vocabulary-

HISTORY

“History is important because it teaches us about past. And by learning about the past, you come to understand the present, so that you may make educated decisions about the future.”

--Richelle Mead

Skills and knowledge in history		
Chronological understanding	Historical terms	Knowledge and understanding
<ul style="list-style-type: none"> Place events from the period studied on a time line. Use terms related to the period and begin to date events. Understand more complex terms e.g. BC/AD century, ancient, 	<ul style="list-style-type: none"> Develop the appropriate use of historical terms 	<ul style="list-style-type: none"> Show knowledge and understanding by describing features of past societies and periods. Identify some ideas, beliefs and attitudes of past cultures giving reason for these differences. Describe how some of the past events affect life today
Interpretation of history	Historical enquiry	Organisation and communication
<ul style="list-style-type: none"> Look at the evidence available. Begin to evaluate the usefulness of different sources. Use of text books and historical knowledge. 	<ul style="list-style-type: none"> Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time past ask a variety of questions Use the library, e-learning for research 	<ul style="list-style-type: none"> Present findings about the past using speaking, writing, maths (data handling), ICT, drama and drawing skills. Use dates and subject specific words such as monarch, settlement and invader accurately.

Taught topics		
Romans	History of trains	Vikings
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Explore Julius Caesar’s attempted invasion in 55-54BC. • About the Roman army and it’s power. • The successful invasion by Claudius and conquest including Hadrian’s Wall. • A study around Hadrian’s wall and it’s importance to the locality. • The British resistance- Boudicca. • The impact the Roman Empire had on Britain. • The Roman withdrawal and fall of the Roman Empire. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Who George Stephenson was and why he is significant. • Stockton and Darlington railway and the world’s first steam-locomotive-powered passenger railway. • How trains have developed over time. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • About Viking raids and invasions. • What it is that attracted people to invade Britain. • About the first invasion at Lindisfarne. • The local invasion upon Hartlepool Headland by Norwegian pirates.
Curriculum links		
		

Teaching ideas

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Vocabulary

Pupils should learn the following vocabulary-

LANGUAGES- FRENCH

“Learning another language is not only learning different words for the same things, but learning another way to think about things.”



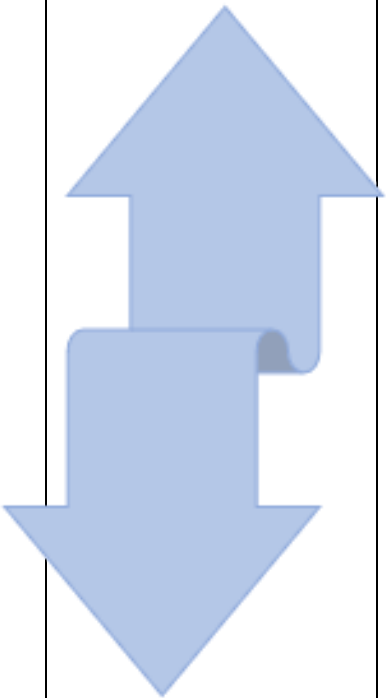
--Flora Lewis

Skills and knowledge in languages	
Listening	Speaking
<ul style="list-style-type: none"> • Understand spoken phrases e.g. to act out simple story • Listen and repeat phonemes in songs and rhymes and link to spelling • Notice taught language may have different phonemes and different spellings to English 	<ul style="list-style-type: none"> • Ask and answer a range of questions linked to familiar topics • Use familiar sentences as model to adapt to create new sentences • Read aloud using accurate pronunciation and present a piece for performance
Reading	Writing
<ul style="list-style-type: none"> • Read a range of written phrases and sentences recognising meaning and pronouncing accurately • Follow written version of text he/she is listening to • Begin to work out meaning of unfamiliar words from familiar text use context and other clues 	<ul style="list-style-type: none"> • Write words and phrases from memory • Use adjectives to describe in more detail e.g. appearance • Write descriptive sentences using a model but adding some words from memory
Grammar	
<ul style="list-style-type: none"> • Recognise a wider range of word classes e.g. including pronouns and articles and use appropriately • Understand that adjectives may change form according to the noun they relate to and select appropriate form • Recognise questions and negative sentences 	

Taught topics

Play time	My home	My town	Describing people	The body	Sport
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Use 'I play..' language. • Describe activities in the play ground. • Name that they like to play in French. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Say where they live in French. • Describe different rooms in the home. • Explore the daily routine. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Describe where the town is (Stockton). • Name shops in French. • Name items bought at a shop. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Describe hair colour in French. • Name items of clothes in French. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Name facial features in French. • Describe what body part hurts. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Name a range of sports in French. • Describe sports they like and don't like.

Curriculum links

		
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Teaching ideas

<ul style="list-style-type: none">• Lesson 3- I play...• Lesson 4- In the playground• Lesson 5- What do you like to play?	<ul style="list-style-type: none">• Lesson 1- Where do you live?• Lesson 2- Your home• Lesson 3- Your bedroom.• Lesson 4- The kitchen.• Lesson 5- Daily routine.	<ul style="list-style-type: none">• Core Unit 2- countries.• Lesson 2- In your town.• Lesson 4- Shops.• Lesson 5- At the shop.	<ul style="list-style-type: none">• Lesson 2- Hair• Lesson 5- I'm wearing.	<ul style="list-style-type: none">• Lesson 1- My face• Lesson 3- It hurts.	<ul style="list-style-type: none">• Lesson 1- sports.• Lesson 20 Which sport do you like doing?
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Vocabulary




Pupils should learn the following vocabulary-

MUSIC

“Music is a moral law. It gives soul to the universe, wings to the mind, flight to the imagination, and charm and gaiety to life and to everything.”

--Plato

Skills and knowledge in music			
Performing	Composing	Appraising	Listening and applying knowledge and understanding
<ul style="list-style-type: none"> • Use graphic notation to imitate the shape of the melody. • Select instruments and create sounds to describe visual images. • Perform in a group and alone using voices and instruments. • Sing in a round and in canon. • Collaborate with peers. • Use voices to create and control sounds e.g. tempo, speed, dynamics, pitch. 	<ul style="list-style-type: none"> • Improvise and compose music for a range of purposes controlling musical qualities. • Experiment with different sounds and instruments. • Look at music/notations and follow each part. • Add words to melodic phrases 	<ul style="list-style-type: none"> • Begin to appreciate and understand different works and composers. • Listen to live music and evaluate impact. • To respond respectfully to music. • To provide constructive feedback to others. 	<ul style="list-style-type: none"> • Combine sounds expressively (all dimensions). • Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests). • Know that sense of occasion affects performance. • Describe different purposes of music in history/ other cultures.

Taught topics		
Listening and performing	BBC Ten Pieces- music study	Creating
Pupils should be taught: <ul style="list-style-type: none"> • Use voice for effect. • Learn songs by heart. 	Pupils should be taught: <ul style="list-style-type: none"> • Use instruments and voice to perform as an ensemble. • Use basic notation to write music. 	Pupils should be taught: <ul style="list-style-type: none"> • TBC
Curriculum links		
		

Teaching ideas



Vocabulary

Pupils should learn the following vocabulary-

PHYSICAL EDUCATION

Sports do not build character. They reveal it.

--John Wooden

Skills and knowledge in physical education		
Dance	Gymnastics	Net and wall games
<ul style="list-style-type: none"> • Explore and create characters and narratives in response to a range of stimuli. • Describe, interpret and evaluate their own and others' dances, taking account of character and narrative. 	<ul style="list-style-type: none"> • Devise, perform and repeat sequences that include travel, body shapes and balances. • Help them change sequences. Include changes of dynamics. • Work with a partner. • Adapt their sequences to include apparatus and to suit partner or small group. • Compare and contrast similar performances. • Suggest ways to improve the quality of sequence 	<ul style="list-style-type: none"> • Play games using throwing and catching skills. • Vary strength, length and direction of throw. • Understand how they can make it difficult for opponent to receive ball. • Understand where to stand when receiving. • Understand attack and defence tactics. • Describe what they do and what they find hard. • Talk about how to change the court to make it easier/harder. • Say what they do well in a game and what they need help with and what they need to practice.
Invasion games	Field games	Athletics
<ul style="list-style-type: none"> • Play 3vs1 and 4vs1 and how to use the space and help each other. • Choose and adapt their techniques to keep possession and give their team chance to shoot. • Plan ideas and tactics similar across invasion games. • Evaluate how successful their tactics have been, use appropriate language to describe performance and identify what they do that makes things difficult for their opponents. 	<ul style="list-style-type: none"> • Choose and use a range of simple tactics and strategies. • Keep, adapt and make rules for striking and fielding games. • Recognise good performance and identify the parts of a performance that need improving. 	<ul style="list-style-type: none"> • Run for short distances and times, and for longer distances and times. • Keep a steady pace. • Practise 5 basic jumps e.g hop, step, jump. Combine basic actions and form simple jump combinations. • Throw into a target using slinging, pushing and pulling actions. • Describe and evaluate the effectiveness of performance and recognise aspects that need improving.

<ul style="list-style-type: none"> • Know what they need to improve their game and what they need to practice. 		
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Taught topics		
Autumn	Spring	Summer
Pupils should be taught: Dance <ul style="list-style-type: none"> • Create a short routine individually, with a partner and as a class. • Show a change of pace in their movements with a variety of slower and quicker movements. Gymnastics <ul style="list-style-type: none"> • Show changes of direction, levels and speeds during a routine. • Carry out a range of balances • Use an increasing range of gymnastic actions in a sequence (i.e. rolls and jumps) 	Pupils should be taught: Tennis <ul style="list-style-type: none"> • Hit a ball with accuracy and control. • Serve underarm • Build a rally with a partner • Use at least two different types of shot in a game situation • Vary tactics they use in a game Tag Rugby <ul style="list-style-type: none"> • Defend and attack. • Develop different ways of throwing and catching • Make the best use of space to pass and receive the ball. • Pass with speed. • Help their team regain possession 	Pupils should be taught: Cricket/rounders <ul style="list-style-type: none"> • Vary the tactics they use in a game. • Use fielding skills to prevent an opponent from scoring. • Catch and throw the ball in different ways. • Hit a ball with accuracy and control. Athletics <ul style="list-style-type: none"> • Perform a relay • Compete in sprinting races • Use different throwing techniques to increase distance.

Curriculum links



Teaching ideas

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Vocabulary

Pupils should learn the following vocabulary-

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PERSONAL, SOCIAL AND HEALTH EDUCATION

You're braver than you believe, stronger than you seem and smarter than you think.

--Winnie the Pooh

Skills and knowledge in PSHE					
Confidence and responsibility	Views and opinions	Health and hygiene	Relationships and respect	Personal safety	Emotional wellbeing
<ul style="list-style-type: none"> Identify positive ways to face new challenges, applying knowledge creatively. 	<ul style="list-style-type: none"> Convey own opinions and answers clearly, supported by evidence. Formulate questions to further their understanding or adapt their viewpoint. 	<ul style="list-style-type: none"> Identify some factors that affect emotional health and well-being (e.g. exercise or dealing with emotions). 	<ul style="list-style-type: none"> Recognise that their actions affect themselves and others Respond to, or challenge, negative behaviours such as stereotyping and aggression evaluating social norms. 	<ul style="list-style-type: none"> Assess and manage risks associated with personal lifestyle and activity choices; trying new ideas, facing challenges safely and recognising what is dangerous. Develop their understanding of online safety, including the protection of personal details. 	<ul style="list-style-type: none"> Recognise strong emotions and identify ways of self-regulating them positively Explain how things can be misinterpreted or misrepresented.

Collaboration	Diversity	Citizenship	Financial understanding	Relationships and feelings	Goals
<ul style="list-style-type: none"> List different types of teasing, discrimination, bullying and aggressive behaviours explaining how it can feel and who can help with these issues. 	<ul style="list-style-type: none"> Explain the words 'discrimination' and 'stereotype' and give examples of both. 	<ul style="list-style-type: none"> Explain how they might make a positive contribution to a world issue, such as global warming, poverty or fair trade. Recognise the role of voluntary and community groups. 	<ul style="list-style-type: none"> Discuss how to make money and show enterprise. List several ways of saving money, including those linked with banks and building societies. 	<ul style="list-style-type: none"> Describe why someone might start a relationship with another person. 	<ul style="list-style-type: none"> Talk about their achievements and plan how to work towards new goals, making use of constructive feedback.

Taught topics		
Living in the Wide World	Relationships	Health and Wellbeing (H)
Pupils should be taught: <ul style="list-style-type: none"> • Shared Responsibilities • Communities • Media literacy & digital resilience • Economic wellbeing: Money • Economic wellbeing: Aspirations, work & career 	Pupils should be taught: <ul style="list-style-type: none"> • Families and close positive relationships • Friendships • Managing hurtful behaviour and bullying • Safe relationships • Respecting self and others • Respecting self and others 	Pupils should be taught: <ul style="list-style-type: none"> • Healthy Lifestyles (physical wellbeing) • Mental Health • Ourselves, growing and changing • Keeping Safe • Drugs, alcohol and tobacco
Vocabulary		
Pupils should be taught the following vocabulary-		

RELIGIOUS EDUCATION

“Differences were meant not to divide but to enrich.”




-- J. H. Oldham

Skills and knowledge in religious education		
Knowing about and understanding religions and worldviews.	Expressing and communicating ideas related to religions and worldviews.	Gaining and deploying the skills for studying religions and worldviews.
<ul style="list-style-type: none"> • Make connections between stories, symbols and beliefs and what happens in at least two festivals. • Identify similarities and differences in the way festivals are celebrated within and between religions. • Suggest why some people see life as a journey and identify some of the key milestones on this journey. • Describe what happens in ceremonies of commitment and say what these rituals mean. • Describe some of the ways religious groups describe God. • Make connections between stories within a sacred text. • Give simple definitions of some key religious terminology such as gospel, incarnation and salvation. • Describe the practise of prayer. • Make connections between stories about temptation and why people can find it difficult to be good. 	<ul style="list-style-type: none"> • Give examples of how and suggest reasons why religious groups use their sacred text today. • Ask questions and give ideas about what matters most to believers in festivals. • Suggest reasons why marking milestones of life are important to religious communities. • Suggest why having faith or belief in something can be hard. • Identify how and say why it makes a difference to people’s lives to believe in God. • Describe ways in which prayer can comfort and challenge believers. • Describe and comment on similarities and differences between how different religions pray. • Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. • Give examples of ways in which some inspirational people have been guided by their religion. 	<ul style="list-style-type: none"> • Ask questions and suggest some of their own responses to ideas about God. • Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. • Discuss their own and others’ ideas about why humans do bad things and how people try to put things right. • Discuss their own ideas about how people decide right and wrong.

Taught topics

Muslims in Britain and Around the World	Diwali: the Festival of Light	What is the 'Big Story' of Christianity?	What actually happened at Easter?	Do Buddhists believe the same thing? Do Buddhists celebrate the same thing?	Muslims in Britain and Around the World
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • The concept of Ummah. • Where in the world. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • The concept of special times. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • The concept of incarnation. • The concept of salvation. • The concept of revelation. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • The concept of salvation. • The concept of revelation. • The concept of the gospel. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • The concept of belonging. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • The concept of Ummah. • Where in the world.

Curriculum links

		
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Teaching ideas



Vocabulary

Pupils should learn the following vocabulary-