

Curriculum Plan Overview Spring 2025-26

Year Group: 4



HUNTINGTOWER
A PRIORY ACADEMY

Breadth	Threshold Concept	Milestone 2 Yr 3 and Yr 4	Activities (that relate to Threshold Concepts and the Milestone indicators)
History			
World War 2 (Spring 2)	Investigate and interpret evidence	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. 	<p>1. What was the Second World War? When and where did it take place? Establish what children already know about the war. Use their responses, or provide a brief narrative, to introduce key information, including when the war took place, the main countries involved, why it started (Hitler's invasion of other countries and why Britain tried to stop him), how it was fought (invasion of other countries, mass bombings, sinking of ships using submarines), the names of leaders (such as Hitler and Churchill), and the defeat of Germany and Japan by the allied nations. Use maps to establish why it was a 'world' war and a time line to locate when it happened</p> <p>2. What was the Blitz? Use selected sources, eg photographs, a gas mask, to tell the children about the mass bombing of cities. Discuss why Germany and Britain decided to bomb cities. Use maps, eg of London or Liverpool, or children's knowledge, to establish the main targets. Discuss what could be done to stop the bombers, eg anti-aircraft fire, blackout.</p> <p>3. Why were children evacuated? Discuss with the children the ways families could protect themselves. Show them pictures of shelters, dugouts, the underground, gas masks, etc. Discuss the advantages and disadvantages of each method. Show children pictures of bomb damage, and newspaper accounts of the results of air raids. Ask the children to fill in a two-column grid with the headings</p>
	Build an overview of world history	<p>Describe changes that have happened in the locality of the school throughout history.</p> <ul style="list-style-type: none"> • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	
	Understand Chronology	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. 	

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	<p>Communicate historically</p>	<ul style="list-style-type: none"> • Understand the concept of change over time, • Use dates and terms to describe events • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past 	<p>'What happened when the bomb landed?' and 'How were people who lived there affected?' Introduce the idea of evacuation.</p> <p>4. What was it like to be an evacuee? with the children's help, produce a list of questions about evacuees. Ask the children to answer the questions using selected sources, eg <i>photographs, extracts from novels, oral accounts, letters, memoirs.</i></p> <p>Ask the children to imagine they are evacuees and to write a letter home or diary extracts. Ask them to consider why they might want to be evacuated and why not, what is happening to them and how they feel about it. Encourage the children to use their knowledge of evacuation and appropriate terms, eg <i>billeting officer, host family, evacuation, evacuee.</i></p> <p>5. What did people eat during the war? Discuss with the children why some types of food were in short supply. Provide descriptions of typical meals and ask them to compare these with what they eat today. Introduce the idea of rationing. Show the children ration books, or pictures of them. Ask them to calculate how much sugar, eggs, meat, sweets, etc their family would have been able to buy. <i>How could they have supplemented their rations?</i></p> <p>6. In what other ways might the war have affected people? Give the children selected sources, eg photographs of soldiers, women at work, the home guard, a funeral, newspaper headlines. Work with the children to list what the pictures show. Consider what can be inferred about the effects of the war on people's lives, and about the qualities people needed to survive.</p>
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			<p>Ask the children to write captions for one or more of the pictures.</p> <p>7. What were children's experiences of the war?</p> <p>8. What it was like to be a child living in this area in World War II?</p>
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Geography

<p>Climate Change (Spring 1)</p> <p>CQ CC p.</p> <p>Vocabulary</p>	<p>Investigate places</p>	<ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use 	<p>1. What is the difference between Weather and Climate?</p> <p><i>Define the words 'weather' and 'climate'.</i></p> <p>What is weather? What aspects do we describe when we describe the weather? What is climate? What weather do you think about when you think of different places in the world? Look at climate zones. Sort statement cards- weather or climate? Cloze procedure definition.</p> <p>2. What is Climate Change and what are the causes?</p> <p><i>Describe the physical processes of climate change.</i></p> <p><i>Describe the main causes of climate change.</i></p> <p>What is climate change? What happens? What are the causes of climate change? Burning fossil fuels (link to Industrial Revolution), farming, deforestation. Video. Sort causes into natural and human. How</p>
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<p>climate: the long-term expected temperature</p> <p>weather: the day-to day differences in conditions</p> <p>adapt: change behaviour</p> <p>carbon dioxide: a greenhouse gas</p> <p>methane: a greenhouse gas</p> <p>excretion: getting rid of waste from the body</p> <p>deforestation: cutting down large areas of trees</p>		<p>patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> Name and locate the countries of Europe and identify their main physical and human characteristics. 	<p>did the Industrial Revolution contribute to global warming?</p> <p>Compare and contrast human processes before and after the Industrial Revolution and explain how this is thought to have affected the Earth's climate. Match definition to cause and illustrate.</p> <p>3. What are the effects of climate change on the planet?</p> <p><i>Describe some of the predicted effects of climate change.</i></p> <p>How is global warming affecting the planet? A warmer climate could affect our planet in a number of ways: more rainfall, changing seasons, shrinking ice, rising sea levels.</p>
	<p>Investigate patterns</p>	<ul style="list-style-type: none"> Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. Describe geographical similarities and differences between countries. Describe how the locality of the school has changed over time. 	<p>4. What are the effects of climate change on animals?</p> <p><i>Describe the affects on animals.</i></p> <p>Organise information about physical processes that are affecting animals.</p> <p>Look at different animals that are being effected and how. As a table group, collate information given about a specific animal and present to the class. Polar bears, orangutan, sea turtles, Use the questions- what is happening to the environment? How is this affecting these animals? Use sentence stems to support.</p>
	<p>Communicate geographically</p>	<ul style="list-style-type: none"> Describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. 	<p>5. What are the effects of climate change on humans?</p> <p><i>Describe the affects on humans.</i></p> <p>In developing countries changes in rainfall patterns and temperatures leading to floods and droughts</p>

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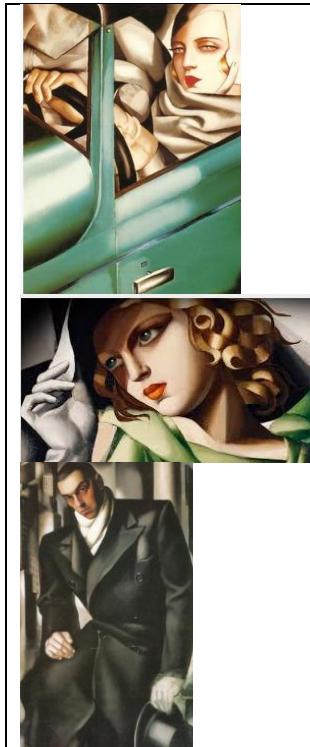

		<ul style="list-style-type: none"> • human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. 	<p>which can affect crop growth- Kenya crops such as tea.</p> <p>6. How can we manage climate change? <i>Describe attempts to manage climate change.</i> Look at recent attempts to reduce carbon emissions- low energy light bulbs, electric vehicles, recycling and reusing, improved petrol, travel initiatives, reducing food 'miles'. How can people change their every day behaviour to help to manage climate change? Create a persuasive poster about climate change- tell people what they can do to help and how this will help. (Lessons 4 and 5 may be joined so that children have 2 lessons for the final piece).</p>
Art & Design			
<p>Theme: Art Deco self-portrait (Spring 1)</p> <p>Artwork for sketchbooks:</p> <p>Tamara de Lempicka</p>	<p>Develop ideas</p>	<ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language 	<p>Session 1 – What is Art Deco? Who was Tamara de Lempicka? What was her art like? How did Tamara de Lempicka's childhood help her to become an artist? What did she want to achieve with her art? How did moving to Paris influence her art style? Show 4 paintings, which is your favourite and why? Complete sheet about Tamara.</p> <p>Session 2 – Look at Tamara in a green Bugatti – describe the features. Put in sketchbook. What did she want to capture? Look at emotions from milestone 2. Draw face portrait with different emotions.</p>
	<p>Master Techniques</p>	<ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour 	

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			<p>Session 3- Photograph then draw themselves with an emotion they want to portray like Tamara and the green Bugatti. Portray power, strength, strong. Complete- I wanted to portray myself as...</p> <p>Session 4 –Look at collage and collage techniques. What is collage? How is it created? Trace outline on acetate then begin to collage on photograph to create abstract self-portrait.</p> <p>Session 5 and 6 – complete collage, choose contrasting background and stick acetate over to create abstract collage.</p>
		<p>Painting</p> <ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. <p>Collage</p> <ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. <p>Sculpture</p> <ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). 	

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<p>Coiling, overlapping, tessellation, mosaic, montage, abstract, expressionism, portrait, emotions</p>		<ul style="list-style-type: none">• Include texture that conveys feelings, expression or movement.• Use clay and other mouldable materials.• Add materials to provide interesting detail. <p>Drawing</p> <ul style="list-style-type: none">• Use different hardnesses of pencils to show line, tone and texture.• Annotate sketches to explain and elaborate ideas.• Sketch lightly (no need to use a rubber to correct mistakes).• Use shading to show light and shadow.• Use hatching and cross hatching to show tone and texture. <p>Print</p> <ul style="list-style-type: none">• Use layers of two or more colours.• Replicate patterns observed in natural or built environments.• Make printing blocks (e.g. from coiled string glued to a block).• Make precise repeating patterns <p>Textiles</p> <ul style="list-style-type: none">• Shape and stitch materials.• Use basic cross stitch and back stitch.• Colour fabric.• Create weavings.• Quilt, pad and gather fabric <p>Digital Media</p>	
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		<ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created 	
	Take inspiration from the greats	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. 	
Design & Technology			
<p>2.5 pneumatics (Spring 2)</p> <p><u>pneumatic</u>: filled with air <u>compressed</u>: squashed <u>pressure</u>: the force that you produce when you press hard on something <u>hydraulic</u>: filled with water <u>piston</u>: a disc that slides to and fro in a hollow cylinder <u>hollow cylinder</u>: a cylinder that is not solid</p>	Master practical skills	<p>Food Prepare ingredients hygienically using appropriate utensils.</p> <ul style="list-style-type: none"> • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). <p>Materials</p> <ul style="list-style-type: none"> • Measure and mark out to the nearest millimetre. • Select appropriate joining techniques. <p>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>Electricals and electronics</p> <ul style="list-style-type: none"> • Create series and parallel circuits 	<p>2.5 pneumatics</p> <ul style="list-style-type: none"> • Pneumatics: technical knowledge • Pneumatics: operation • Pneumatics: finger fluency • Pneumatics: design inspiration • Pneumatics: guided design- think, make, break, re-think <p>1) What is a pneumatic mechanism? A dive into the purpose of a pneumatic mechanism. Look at and investigate different uses. Look at different examples- physical and video/ images. Go outside with pump rocket. Label annotated diagrams to show how a pneumatic or hydraulic mechanism works.</p> <p>2) Finger fluency</p>

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<p><u>reciprocating:</u> moving back and forth in a straight line <u>automatically:</u> an automatic action is one that you do without thinking about it <u>fluency:</u> if you are fluent in something you do it effortlessly inspiration: where you got your ideas from purpose: the reason for which something is made user: the person for whom the product is designed</p>		<p>Computing</p> <ul style="list-style-type: none"> • Control and monitor models using software designed for this purpose. <p>Construction</p> <ul style="list-style-type: none"> • Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques. <p>Mechanics</p> <ul style="list-style-type: none"> • Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears). 	<p>Make a pneumatic mechanism- Experiment with a variety of arrangements of cylinders, pistons and connecting tubes. Observe how movement is created. Connect the two balloons with the tube and see if you can lift a heavy object such as a book.</p> <p>3) Design inspiration Discuss the project for this term- create a lifting machine. Discuss purpose. Examples shown. What does it need to be to serve its purpose? Children to label existing products..</p> <p>4) Practise step 1 of the design process (thinking). Design a pneumatic lifting device for our site managers to store equipment high up. For the inspiration section, arrange an annotated mood board to show more details. • Apply your knowledge of techniques to decide which will be most appropriate for this task. Decide which materials and components you will need to include. Draw annotated design diagram.</p> <p>5 & 6) Guided design – Make, rethink and evaluation Make and evaluate including making amendments and fixes. Testing their design to make sure it still works and making any modifications.</p>
	Design, make, evaluate and improve	<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. 	
	Take inspiration from design throughout history	<ul style="list-style-type: none"> • Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work 	

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Science			
	<p>Work scientifically</p> <ul style="list-style-type: none"> • Ask relevant questions. • 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. • Use straightforward, scientific evidence to answer questions or to support their findings. 	<ul style="list-style-type: none"> • Ask relevant questions. • 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. • Use straightforward, scientific evidence to answer questions or to support their findings. 	<p>Step 1) Data collection B Step 2) Analyse Data</p>
	<p>Biology</p> <p>Understand plants</p> <ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and 		

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		<p>room to grow) and how they vary from plant to plant.</p> <ul style="list-style-type: none">• Investigate the way in which water is transported within plants.• Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	
	Understand animals and humans	<ul style="list-style-type: none">• Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat.• Construct and interpret a variety of food chains, identifying producers, predators and prey.• Identify that humans and some animals have skeletons and muscles for support, protection and movement.• 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.	

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	Investigate living things	<ul style="list-style-type: none">• Recognise that living things can be grouped in a variety of ways.• Explore and use classification keys.• Recognise that environments can change and that this can sometimes pose dangers to specific habitats	
	Understand evolution and inheritance	<ul style="list-style-type: none">• Identify how plants and animals, including humans, resemble their parents in many features.• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.• Identify how animals and plants are suited to and adapt to their environment in different ways.	
	Chemistry Investigate materials	Rocks and Soils <ul style="list-style-type: none">• Compare and group together different kinds of rocks on the basis of their simple, physical properties.• Relate the simple physical properties of some rocks to their formation (igneous or sedimentary).• Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.	

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		<ul style="list-style-type: none">• Recognise that soils are made from rocks and organic matter. <p>States of Matter</p> <ul style="list-style-type: none">• Compare and group materials together, according to whether they are solids, liquids or gases.• Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius ($^{\circ}\text{C}$), building on their teaching in mathematics.• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	
	<p>Physics</p> <p>Understand movement, forces and magnets</p>	<ul style="list-style-type: none">• Compare how things move on different surfaces.• Notice that some forces need contact between two objects, but magnetic forces can act at a distance.• Observe how magnets attract or repel each other and attract some materials and not others.• Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.• Describe magnets as having two poles.• Predict whether two magnets will attract or repel each other, depending on which poles are facing.	

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	<p>Understand light and seeing</p>	<ul style="list-style-type: none"> • Recognise that they need light in order to see things and that dark is the absence of light. • Notice that light is reflected from surfaces. • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. • Recognise that shadows are formed when the light from a light source is blocked by a solid object. • Find patterns in the way that the size of shadows change. 	
<p>Sound (Spring 1) White Rose Science</p> <p><u>Vocabulary</u></p> <p>Vibration, ear, sound, volume, pitch, soundwave, base, tone, outer ear, inner ear, cochlea, ear canal, ear drum, ear bones, decibels, decibel meter, insulate, independent variable, dependant variable, control variable, conclusion</p>	<p>Investigate sound and hearing</p>	<ul style="list-style-type: none"> • Identify how sounds are made, associating some of them with something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear. 	<p><u>Spring 1- Sound</u></p> <p>Lesson 1: Vibrations Learn that sounds are made when objects vibrate. Children play with different objects to observe how sound is made- drum with rice on, bowl with cling film and rice, tuning fork in water. Look at different instruments- which part is making the sound? String telephone.</p> <p>Lesson 2: The ear Learn how the different parts of the ear allow us to hear sound. Learn how the ear drum vibrates and how ears help with balance. Draw diagrams to show how vibrations travel to the inner ear.</p> <p>Lesson 3: Investigate sounds/ explore volume Learn that the intensity or loudness of sound is measured in decibels. Explore how strength of vibrations affects volume. Louder sounds have bigger and quieter sounds have smaller vibrations. Use musical instruments to investigate this. Use different materials to insulate sound and measure.</p>

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			<p>Lesson 4: Explore pitch Learn pitch is how high or low a sound is. Using different objects explore how pitch can be changed. Look at how sound waves change shape with pitch- higher pitch is faster and more frequent, lower pitch is slower and less frequent.</p> <p>Lesson 5: Plan a volume experiment Plan a fair test- Does distance affect volume?</p> <p>Lesson 6- Carry out volume experiment</p>
<p><u>Vocabulary</u> 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</p>	<p>Understand electrical circuits</p>	<ul style="list-style-type: none"> • Identify common appliances that run on electricity. • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. 	<p><u>Spring 2- Electricity</u></p> <p>Session 1: Common appliances that use electricity What is electricity? Where do you use electricity? Identify common electrical appliances.</p> <p>Session 2: Build and draw series circuits Use equipment to explore building simple series circuits. Draw circuits using pictorial representations. What is a circuit? What is the role of each component? Refer back to paper circuits in DT. How can you make the bulb light up? How does a switch work?</p> <p>Session 3: What has gone wrong?</p>

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		<ul style="list-style-type: none"> Recognise some common conductors and insulators, and associate metals with being good conductors. 	<p>Build a range of circuits from circuit diagrams. Which will work and which will not? What has gone wrong? Why do they not work? How can they fix the circuits that don't work?</p> <p>Session 4: Conductors and insulators. A conductor allows energy to pass and an insulator does not. Look at different materials and investigate which are conductors and which are insulators. Look at how insulators are used in every day appliances.</p> <p>Session 5: Conductivity within a circuit</p>
	Understand the Earth's movement in space	<ul style="list-style-type: none"> Describe the movement of the Earth relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth 	
Computing			
<u>Raspberry Pi Foundation Computing Curriculum</u>	Code	This concept involves developing an understanding of instructions, logic and sequences	
<u>Spring 1</u> Creating Media- Audio Production (Audacity)	Connect	This concept involves developing an understanding of how to safely connect with others.	
<u>Spring 2</u> Data Logging	Communicate	Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.	<p><u>Spring 1</u> Creating Media Audio Production Lesson 1- Recording sound identify the input devices used to record sound and output devices needed to listen to it. Record their voices using a computer, and reflect on what</p>

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			<p>makes a good audio recording. Consider ownership and copyright issues related to recordings.</p> <p>Lesson 2- Editing audio Record and re-record their voices to improve their recordings. Edit the recordings, removing long pauses and mistakes. Listen to a range of podcasts and identify the features of a podcast.</p> <p>Lesson 3- Planning a podcast Record their voices and then import and align sound effects to create layers in their recordings. Learn how to save their work so it remains editable. Plan their own podcast which they will work on in future lessons.</p> <p>Lesson 4- Creating a podcast Record the voice tracks for their podcast. They will review their recordings and re-record if necessary. Learners will edit, trim, and align their voice recordings, and then save their project so they can continue working on it in the next lesson.</p> <p>Lesson 5- Combining audio Develop their podcast further by adding content such as sound effects and background music. The audio will be layered with their existing voice recordings and exported as an audio file.</p> <p>Lesson 6- Evaluating podcasts Evaluate their own podcasts and that of others. Decide if they can improve their podcast and then make any changes they have chosen.</p>
	Collect	Devise and construct databases using applications designed for this purpose in areas across the curriculum.	<p>Spring 2 Datalogging Lesson 1 Answering questions</p>

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			<p>Pupils will consider what data can be collected and how it is collected. They will think about data being collected over time. Pupils will also think about questions that can and can't be answered using available data, and reflect on the importance of collecting the right data to answer questions</p> <p>Lesson 2 Data collection introduce the idea of collecting data automatically using computers. Computers can capture data from the physical world using input devices called 'sensors'. Sensors can be connected to data loggers, which can collect data while not attached to a computer. Data collected by a data logger can be downloaded for use later.</p> <p>Lesson 3 Logging explore how data loggers work. Pupils will try recording data at set moments in time and draw parallels with the data points that a data logger captures at regular intervals. Pupils will use data loggers independently from a computer, then they will connect the loggers to a computer and download the data.</p> <p>Lesson 4 Analysing data pupils will open an existing data file and use software to find out key information. The data file is a five-hour log of hot water cooling to room temperature.</p> <p>Lesson 5 Data for answers pupils will think about questions that can be answered using collected data. Pupils will choose a question to focus on and then plan the data</p>
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			<p>logging process that they need to complete. After they have completed their plan, they will set up the data loggers to check that their plan will work.</p> <p>Lesson 6 Answering my question pupils will access and review the data that they have collected using a data logger. They will then use the data collected to answer the question that they selected in Lesson 5. Pupils will also reflect on the benefits of using a data logger.</p>
Music			
<p>Spring 1 Charanga Model Music Curriculum Scheme Unit 1- Musical Structures</p> <p>Spring 2 Charanga Model Music Curriculum Scheme Unit 2- Exploring feelings when you play</p>	<p>Perform</p>	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. 	<p>See separate planning documentation from Charanga.</p> <p>-Start to learn the song -Sing the song -sing the song and play instrumental parts within the song Warm up games Flexible games (optional) Improvise Compose Play composition within your song</p> <p>Spring 1- Musical Structures Musical Spotlight- Musical structures Social Question- How does music bring us together? 1Learn to sing (Hoedown)</p>
	<p>Compose</p>	<ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. 	

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	<p>Transcribe</p>	<ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	<p>2 Playing your instruments with the song (Hoedown) & performing 3 Compose in a country style 4 Compose in a country style 5 Learn to sing I'll be There 6 Learn to sing Martin Luther King</p>
	<p>Describe music</p>	<ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings. 	<p>Spring 2- Exploring Feelings when you Play Musical Spotlight- exploring feelings when you play Social Question- How does music connect us with our past? 1 Learn to sing (Looking in the Mirror) 2 Playing your instrument with the song (Looking in the Mirror) and performing 3 Learn to sing (Take Time in Life) 4 Compose with Take Time in Life 5 Perform Take Time in Life and composition 6 Learn to sing Scarborough Fair</p>
<p>PE</p>			
<p>Term 3- <u>Teacher</u> Swimming (Tigers) Badminton (Gazelles)</p> <p><u>PPA</u> Netball</p> <p>Term 4- <u>Teacher</u></p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p>	<p><u>Games</u></p> <ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. 	<p><u>PPA</u> <u>Term 3</u> Gymnastics LESSON 1 - To develop individual and partner balances. LESSON 2 - To develop control in performing and landing rotation jumps. LESSON 3 - To develop the straight, barrel, forward and straddle roll. LESSON 4 - To assess my straight, barrel, forward and straddle roll. LESSON 5 - To link actions that flow using the rolls I have learnt.</p>

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<p>Swimming (Gazelles) Badminton (Tigers)</p> <p><u>PPA</u> Wheelchair basketball</p>		<ul style="list-style-type: none"> • Lead others and act as a respectful team member. <p><u>Dance</u></p> <p>Plan, perform and repeat sequences.</p> <ul style="list-style-type: none"> • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). 	<p><u>Term 4 Wheelchair Basketball</u></p> <p><u>Teacher-led</u> <u>Swimming (alternate terms)</u> <u>Badminton (alternate terms)</u></p> <p><u>Badminton</u> <u>Term 3/4 Badminton</u></p> <ol style="list-style-type: none"> 1- To use the serve with consideration of attacking principles. 2- To explore an underarm return with consideration of attacking principles. 3 To explore an underarm return with consideration of attacking principles. 4- To explore the overhead forehand with consideration of attacking principles. 5- To select and apply skills and tactics to play competitively. 6- To apply rules, skills and tactics to play in a tournament.
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- Swing and hang from equipment safely (using hands).

Swimming

- Swim between 25 and 50 metres unaided.
- Use more than one stroke and coordinate breathing as appropriate for the stroke being used.
- Coordinate leg and arm movements.
- Swim at the surface and below the water

Athletics

- Sprint over a short distance up to 60 metres.
- Run over a longer distance, conserving energy in order to sustain performance.
- Use a range of throwing techniques (such as under arm, over arm).
- Throw with accuracy to hit a target or cover a distance.
- Jump in a number of ways, using a run up where appropriate.
- Compete with others and aim to improve personal best performances.

Outdoor and adventurous activities

- Arrive properly equipped for outdoor and adventurous activity.
- Understand the need to show accomplishment in managing risks.
- Show an ability to both lead and form part of a team.
- Support others and seek support if required when the situation dictates.
- Show resilience when plans do not work and initiative to try new ways of working.

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		<ul style="list-style-type: none"> • Use maps, compasses and digital devices to orientate themselves. • Remain aware of changing conditions and change plans if necessary. 	
R.E			
<p><u>Spring 1</u></p> <p>Can Spirituality make things better? (Non-religious world views)</p>	<p>Understand beliefs and teachings</p>	<ul style="list-style-type: none"> • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers. 	
<p><u>Spring 2</u></p> <p>Can Spirituality make things better? (Religious world views)</p>	<p>Understand practices and lifestyles</p>	<ul style="list-style-type: none"> • Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used. • Explain some of the religious practices of both clerics and individuals. 	<p><u>Spring 1</u></p> <p>Can Spirituality make things better? (Non-religious world views)</p> <p><u>Spring 2</u></p> <p>Can Spirituality make things better? (Religious world views)</p>
	<p>Understand how beliefs are conveyed</p>	<ul style="list-style-type: none"> • Identify religious symbolism in literature and the arts. 	
	<p>Reflect</p>	<ul style="list-style-type: none"> • Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers. 	

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	Understand values	<ul style="list-style-type: none"> • Explain how beliefs about right and wrong affect people's behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. • Discuss and give opinions on stories involving moral dilemmas 	
RHE & PSED			
	Dreams and goals	<p>I can tell you about some of my hopes and dreams</p> <p>I understand that sometimes hopes and dreams do not come true and that this can hurt</p> <p>I know that reflecting on positive and happy experiences can help me to counteract disappointment</p> <p>I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group</p> <p>I know how to make a new plan and set new goals even if I have been disappointed</p> <p>I can identify the contributions made by myself and others to the group's achievement</p>	<p>Hopes and dreams</p> <p>Broken dreams</p> <p>Overcoming disappointment</p> <p>Creating new dreams</p> <p>Achieving goals</p> <p>We did it</p>
	Healthy me	<p>I recognise how different friendship groups are formed, how I fit into them and the friends I value the most</p> <p>I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situation</p>	<p>My friends and me</p> <p>Group dynamics</p> <p>Smoking</p> <p>Alcohol</p> <p>Healthy friendships</p>

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		<p>I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke</p> <p>I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want</p> <p>I know myself well enough to have a clear picture of what I believe is right and wrong</p>	Celebrating my inner strength and assertiveness
MFL			
<p>Language Angels Scheme</p> <p><u>Spring 1</u> <u>Les legumes</u> <u>Vocabulary</u></p>		<p>Read fluently- This concept involves recognising key vocabulary and phrases.</p> <p>Write imaginatively. This concept involves using key vocabulary and phrases to write ideas.</p> <p>Speak confidently. This concept involves using key vocabulary and phrases to verbally communicate ideas.</p>	<p>Use and follow the Language Angels units as part of the identified approach to MFL.</p> <p>Build upon the previous learning and vocabulary and develop simple conversational skills. Allow opportunities for simple sentence construction.</p> <p><u>Spring 1</u> <u>Les legumes</u></p>

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French	English
les aubergines	the aubergines
les épinards	the spinach
les oignons	the onions
les courgettes	the courgettes
les tomates	the tomatoes
les haricots verts	the green beans
les petits pois	the peas
les champignons	the mushrooms
les carottes	the carrots
les pommes de terre	the potatoes

French	English
un kilo de... / d'...	one kilo of...
un demi kilo de... / d'...	half a kilo of...
Je voudrais...	I would like...
s'il vous plaît	please
et	and
bonjour	hello
Je peux vous aider ?	Can I help you?
C'est tout ?	Is that all/Anything else?
C'est combien ?	How much is that?
merci	thank you
au revoir	goodbye
Dans mon panier j'ai...	In my basket I have...

Spring 2 Les Glaces

Vocabulary

Understand the culture of the countries in which the language is spoken. This concept involves the background knowledge and cultural capital needed to infer meaning from interactions

Session 1- learn how to recognise, recall and spell five different vegetables with the plural definite article/ determiner in French.

Session 2- learn how to recognise, recall and spell a further five different vegetables with the plural definite article/ determiner in French.

Session 3- consolidate all ten vegetables in French and progress to learning how to say 'a kilo of' plus a vegetable.

Session 4- learn how to formulate a short phrase in French using the structure 'I would like' plus a quantity of various vegetables.

Session 5- introduced to the conjunction 'and' so that they can formulate longer and more interesting sentences in French. There will also be opportunity to learn extra transactional language for a possible role-play activity where pupils can pretend to purchase vegetables at a market.

Session 6- revise and consolidate all language covered in the unit and complete the end of unit assessment.

Spring 2 Les Glaces

Lesson 1-

Lesson 2-

Lesson 3-

Lesson 4-

Lesson 5-

Lesson 6-

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