

St Mary's Year 4 Long- Term Plan

	Autumn		Spring		Summer	
Values Heartsmart	<u>LOVE</u> 'Get SMARTSMART'	<u>COMPASSION</u> Don't Forget to Let Love In!	<u>RESPECT</u> 'Too much Selfie isn't healthy!'	<u>COURAGE</u> 'Don't Rub it in, Rub it Out!'	<u>HONESTY</u> 'Fake is a Mistake!'	<u>DETERMINATION</u> 'No Way through isn't true!'
Courageous Advocacy	<u>Hello Yellow Day-Mental Health Day</u> Awareness raising	Royal British Legion <u>Harvest Festival</u> Community engagement <u>Children in Need</u> Children led activities	<u>Fair Trade Fortnight</u> Lifestyle changes Dignity and respect <u>Holocaust Memorial Day- 27 Jan 2023</u> <u>British Science Week</u> <u>"Connections"</u>	<u>World Water Day</u> Toilet twinning	Raising Awareness -Caring for the Earth	<u>World Ocean Day</u> Plastic Pollution-Lifestyle changes
Maths	<p>Count in multiples of 6, 7, 9, 25 and 1000.</p> <p>Find 1000 more or less than a given number.</p> <p>Order and compare numbers beyond 1000</p> <p>Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones)</p> <p>Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value</p> <p>Identify, represent and estimate numbers using different representations</p> <p>Round any number to the nearest 10, 100 or 1000</p> <p>Count backwards through zero to include negative numbers</p> <p>Solve number and practical problems that involve all of the above and with increasingly large positive numbers number and place value</p> <p>Add and subtract numbers with up to four digits, using formal written methods of column addition and subtraction where appropriate.</p> <p>Estimate and use inverse operations to check answers to a calculation</p>		<p>Count up and down in hundredths.</p> <p>Know that hundredths are when dividing an object by a hundred and dividing tenths by ten.</p> <p>Recognise and show, using diagrams, families of common equivalent fractions</p> <p>Add and subtract fractions within the same denominator.</p> <p>Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.</p> <p>Recognise and write decimal equivalents of any number of tenths or hundredths.</p> <p>Round decimals with one decimal place to the nearest whole number.</p> <p>Compare numbers with the same number of decimal places up to 2 decimal places.</p> <p>Compare, estimate and calculate different measures.</p> <p>Read, write and convert time between analogue and digital 12 hour clocks.</p> <p>Read, write and convert time between analogue and digital 24 hour clocks.</p>		<p>Compare and classify geometric shapes, including quadrilateral and triangles based on their properties and sizes.</p> <p>Identify lines of symmetry in 2D shapes presented in different orientations.</p> <p>Complete a simple symmetric figure with a specific line of symmetry</p> <p>Identify acute and obtuse angles and compare and order.</p> <p>Describe movements between positions as translations (left/right, up/down).</p> <p>Describe positions on a 2D grid as coordinates in the first quadrant.</p> <p>Plot specified points and draw sides to complete a given polygon.</p> <p>Interpret and present data using appropriate charts/graphs.</p> <p>Solve comparison, sum and difference problems using information in bar charts, pictograms, tables and other graphs.</p> <p>Know that when dividing a 1-digit or 2-digit number by 10 and 100, the values of the digits in the answer are ones, tenths and hundredths.</p>	

	<p>Solve addition and subtraction 2-step problems in contexts, deciding which operations and methods to use and why</p> <p>Recall multiplication and division facts up to 12 x 12.</p> <p>Multiply and divide mentally using place value, known and derived facts.</p> <p>Multiply 2 and 3 digit numbers by a 1-digit number using a written method.</p> <p>Solve problems involving multiplying and adding.</p>	<p>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p> <p>Convert between different units of measurements</p> <p>Measure and calculate the perimeter of a straight lined shape in cm and m.</p> <p>Find the area of a straight lined shape by counting squares.</p> <p>Calculate different measures.</p>	<p>Solve problems involving increasingly harder fractions to divide quantities.</p> <p>Solve simple measure and money problems involving fractions and decimals to 2 decimal places.</p>
English	<p>Writing Recount writing <u><i>Gorilla by Anthony Browne</i></u> Expand noun phrases and prepositional phrases Fronted adverbials and use of punctuation Paragraphing Final Outcome: To write a narrative based on the story of 'Gorilla'. Greater Depth: To write the narrative from dad's viewpoint and include some speech.</p> <p>Reading comprehension <u><i>A World Full of Animal Stories by Angela McAllister</i></u> Predict what might happen from details stated and implied. Explore the meaning of words in context. Retrieve, record and present information. • Ask questions to improve understanding. Draw inferences (inferring characters' feelings, thoughts and motives from their actions) and justify with evidence</p> <p><u><i>Leon and the Place Between by Grahame Baker Smith & Angela McAllister</i></u> Writing Recount writing Build a rich and varied vocabulary Paragraphing Extend range of sentences Inverted commas and other punctuation to punctuate direct speech Final Outcome: To write Leon's secret diary about what really happened in 'the place between', including conversation between Leon and the boy. Greater Depth: To write a diary from a different point of view.</p> <p>Reading comprehension <u><i>The Train to Impossible Places by PG Bell</i></u> Explore the meaning of words in context. Retrieve, record and present information.</p>	<p><u><i>Zeraffa Giraffa By Diane Hoffmeyer</i></u> Writing Composition:</p> <ul style="list-style-type: none"> Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences (Y4) Proof-read for spelling and punctuation errors Plan writing by discussing the structure, vocabulary and grammar of similar writing <p>Writing outcome: Plan and write a persuasive guide for visiting Zeraffa at the Jardin des Plantes in Paris Greater depth writing outcome: To write the guide as above including a section of a researched Paris landmark</p> <p>Reading comprehension: <u><i>Volcanoes by Maria Gill</i></u> Use dictionaries to check the meaning of words that they have read Identify how language, structure and presentation contribute to meaning Retrieve and record information from nonfiction</p> <p><u><i>When the Giant Stirred by Celia Godkin</i></u> Writing Fiction- Adventure Plan writing by discussing the structure, vocab and grammar of similar writing Sentence structures Create settings, characters and plot Edit grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Final Outcome: To write their own version of 'When the Giant Stirred' in the first person from the point of view of the boy. Greater Depth: To write the story from the mountain God's point of view.</p> <p>Reading comprehension: <u><i>Ariki and the Island of Wonders by Nicola Davies</i></u> Predict what might happen from details stated and implied. Draw inferences (inferring characters' feelings, thoughts and motives from their actions) and justify with evidence</p>	<p><u><i>Where the Forest Meets the Sea by Jeannie Baker & Rainforests in 30 Seconds by Dr Jen Green</i></u> Writing Non-chronological report writing Plan writing by discussing the structure, vocab and grammar of similar writing Compose and rehearse sentences orally Proof-read for spelling and punctuation errors Final Outcome: To make a zoo information board for a rainforest exhibit Greater Depth: Include an interactive element such as a voiceover for a short video. Courageous Advocacy Opportunity- Protecting our Rainforests- Persuasive writing</p> <p>Reading comprehension: <u><i>Fantastically Great Women who Saved the Planet by Kate Pankhurst</i></u> Identify main ideas drawn from more than one paragraph and summarise Identify how language, structure and presentation contribute to meaning Identify themes and conventions in a wide range of books Courageous Advocacy Opportunity- Raising Awareness -Caring for the Earth</p> <p><u><i>Blue John by By Berlie Doherty</i></u> Writing Explanation writing Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Compose and rehearse sentences orally Proof-read for spelling and punctuation errors Final Outcome: Write a letter in role as an expert containing an explanation about cave formation. Greater Depth: Include a persuasive paragraph about Treak Cliff Caverns as a tourist destination</p>

	<p>Draw inferences (inferring characters' feelings, thoughts and motives from their actions) and justify with evidence</p> <ul style="list-style-type: none"> Identify themes and conventions in a wide range of books <p>Discuss words and phrases that capture the reader's interest and imagination</p> <p style="text-align: center;">Poetry</p> <p style="text-align: center;"><u>The Lost Property Office by Roger McGough</u></p> <p>Use language with increasing effect: choice of nouns, adjectives, adverbs and verbs, alliteration, hyperbole</p> <ul style="list-style-type: none"> Create own repeating patterns and experiment with simple forms <p>Final Outcome: To write a group list poem based on 'The Lost Property Office' by Roger McGough and perform</p> <p>Greater depth: Write in couplets or change the setting of the poem eg 'Under the bed' or 'The back of the drawer'</p>	<p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p style="text-align: center;">Poetry</p> <p style="text-align: center;"><u>Windrush Child by John Agard (from 'Under the Moon, Over the Sea')</u></p> <p>Use language with increasing effect: choice of nouns, adjectives, adverbs and verbs, alliteration</p> <ul style="list-style-type: none"> Use increasingly effective similes to create imagery <p>Final outcome: To write a free verse, personal narrative poem based on the structure of 'Windrush Child', describing what it feels like to leave and go to a new place.</p> <p>Greater depth: Write a similar poem with freedom to change the structure and include feelings vocabulary.</p> <p style="text-align: center; color: red;">Courageous Advocacy Opportunity Dignity and Respect- refugees and asylum seekers.</p>	<p style="text-align: center;">Reading comprehension:</p> <p style="text-align: center;"><u>The Myth-Hunter's Travel Guide by Tom Button (A literacy Company Text)</u></p> <p>Use dictionaries to check the meaning of words that they have read</p> <p>Retrieve and record information from nonfiction</p> <p>Ask questions to improve understanding</p> <p style="text-align: center;">Poetry</p> <p style="text-align: center;"><u>I am the Seed that Grew the Tree selected by Fiona Waters.</u></p> <p style="text-align: center;">Focus: Haiku poems</p> <p>Use language with increasing effect: choice of nouns, adjectives, adverbs and verbs</p> <ul style="list-style-type: none"> Create own repeating patterns and experiment with simple forms <p>Final outcome: To write individual Haiku based on the natural world and link these with others in the group to make a series, known as Renga</p> <p>Greater depth: To write individual Haiku as above, extend these to make the Tanka form and perhaps continue to link several to make Renga of their own</p>
<p style="text-align: center;">Science</p>	<p style="text-align: center;">Work scientifically</p> <p>Learning the methodologies of the discipline of science</p> <p style="text-align: center;">Understand electrical circuits</p> <p>Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>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</p> <p>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> <p>Recognise some common conductors and insulators, and associate metals with being good conductors</p> <p style="text-align: center;">Investigate materials – States of Matter</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>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)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p style="text-align: center;">Work scientifically</p> <p>Learning the methodologies of the discipline of science including fair testing (tooth experiment)</p> <p style="text-align: center;">Understand animals and humans</p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p style="text-align: center;">Investigate living things and their habitats</p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things</p> <p style="text-align: center; color: red;">Courageous Advocacy Opportunity- Protecting our e Environment</p>	<p style="text-align: center;">Work scientifically</p> <p>Learning the methodologies of the discipline of science</p> <p style="text-align: center;">Investigate sound and hearing</p> <p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases</p>

David and the Psalms**Christian Concepts**

GOD – Creation – Fall – PEOPLE OF GOD – Incarnation – Gospel
– Salvation – Kingdom of God

Key Skills

Synthesis, Investigation, Expression, Interpretation

Explore the Story of David and his strengths and qualities.
Read the Psalms and use them to discover more about the
nature of God.

Identify the values that the pupils consider to be particularly
important

Christmas**Christian Values**

God – Creation – Fall – People of God – INCARNATION – Gospel
– SALVATION – Kingdom of God

Key Skills

Reflect, Empathise, Apply, Interpret, Investigate

Give pupils an understanding of the Christian belief that Jesus
is the, 'Light of the World'.

Explore the multi-faceted metaphor of bringing light into
people's lives.

Jesus - Why do Christians believe Jesus is the Son of God?**Christian Concepts**

God – Creation – Fall – People of God – INCARNATION – GOSPEL
– SALVATION – Kingdom of God

Key Skills

Apply Evaluate Analyse Reflect Interpret

Jesus was born both God and man (incarnation) to teach God's
message (gospel) and to save all people (salvation) so that the
relationship with God is repaired.

Deepen the children's understanding of Jesus, who he was, his
teaching and behaviour.

Use the events covered in the stories in this unit to illustrate
and emphasise the Christian belief that Jesus is the Son of God;
that he was God and man, both human and divine.

Deepen pupil's knowledge and understanding of why the
sabbath, Shabbat, is so important to Jews.

Introduce pupil's to the celebrations and traditions of Jewish
Shabbat

Easter - A story of betrayal or trust?**Christian Concepts**

God – Creation – Fall – People of God – Incarnation – Gospel –
SALVATION – Kingdom of God

Key Skills

Empathise, Analyse, Investigate

Give children the opportunity to reflect upon the importance of
power and the effect of betrayal, trust and forgiveness.

Deepen pupil's understanding of the concept of salvation.

Focus on the significance of the incidents of betrayal and trust
in the Easter story.

Increase pupil's knowledge and understanding that forgiveness
is a key teaching of all World Faiths and impacts on the lives of
believers.

The Church - Are all Churches the same?**Christian Concepts**

God – Creation – Fall – People of God – Incarnation – GOSPEL –
Salvation – KINGDOM OF GOD

Key Skills

Reflect, Investigate, Apply, Enquire

Give children an understanding of the Christian church in its
widest sense.

Ensure pupils know that Christianity is a multi-cultural
worldwide faith.

Enable pupils to see the similarities and differences between
Christian denominations and to develop further their
understanding of symbolism.

Further develop children's knowledge and understanding of
sacred places of worship across world faiths.

Prayer - What is prayer?**Christian Concepts**

GOD – Creation – Fall – People of God – Incarnation – Gospel –
Salvation – Kingdom of God

Key Skills

Interpret, Reflect

Ensure that the children know that prayer is a way of
communicating with God.

Ensure that pupils know that believers across all World Faiths
pray in many similar and different ways.

Introduce pupils to the religious artefacts and actions associated
with the practice of prayer.

Ensure that pupils to know that Christians believe that God
listens and responds.

Geography	<p>Europe – what is it like to live in Northern Italy?</p> <p>Investigate places Understanding the geographical location of Italy in Europe and its physical and human features.</p> <p>Investigate patterns Understanding the relationships between the physical features of cities in Northern Italy and the human activity within them.</p> <p>Communicate geographically Understanding geographical representations, vocabulary and techniques. Mapping skills (Italy and Europe)</p>	<p>Mountains, volcanoes and earthquakes</p> <p>Investigate places Understanding the geographical location of places and their physical and human features. Volcanoes & Earthquakes.</p> <p>Investigate patterns Understanding the relationships between the physical features of places and the human activity within them particularly the impact of natural disasters.</p> <p>Communicate geographically Understanding geographical representations, vocabulary and techniques. Courageous Advocacy Opportunity- Raising Awareness -Caring for the Earth/Climate Change</p>	<p>South America – why does the Amazon matter?</p> <p>Investigate places Understanding the geographical location of places and the physical and human features of South America.</p> <p>Investigate patterns Understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world’s natural resources are produced and used. Why is the Amazon rainforest important? What can we do to protect it?</p> <p>Communicate geographically Understanding geographical representations, vocabulary and techniques.</p>
History	<p>‘Anglo Saxons’</p> <p>Investigate and interpret the past Understanding that our understanding of the past comes from an interpretation of the available evidence_ Study of Anglo-Saxons culture .</p> <p>Build an overview of world history An appreciation of the characteristic features of the past and an understanding that life is different. How the Anglo-Saxons have influenced Britain.</p> <p>Understand chronology An understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p> <p>Communicate historically Using historical vocabulary and techniques to convey information about the past. What did we learn from the Anglo-Saxons?</p>	<p>‘The Vikings’</p> <p>Investigate and interpret the past Understanding that our understanding of the past comes from an interpretation of the available evidence.</p> <p>Build an overview of world history An appreciation of the characteristic features of the past and an understanding that life is different.</p> <p>Understand chronology An understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p> <p>Communicate historically Using historical vocabulary and techniques to convey information about the past.</p>	<p>‘Ancient Egypt’</p> <p>Investigate and interpret the past Understanding that our understanding of the past comes from an interpretation of the available evidence. Study of Ancient Egyptian Culture</p> <p>Build an overview of world history An appreciation of the characteristic features of the past and an understanding that life is different.</p> <p>Understand chronology An understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p> <p>Communicate historically Using historical vocabulary and techniques to convey information about the past. What did we learn from the Ancient Egyptians?</p>
Computing	<p>The Internet</p> <p>Self-image and identity</p> <p>Audio editing</p> <p>Online relationships</p>	<p>Photo editing</p> <p>Data logging</p> <p>Managing online information</p>	<p>Repetition in shapes</p> <p>Privacy and security</p> <p>Repetition in games</p>

<p>P.E</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</p> <p>Rugby league (Invasion) The water cycle – Gymnastics – Sequencing Dance - Electricity</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</p> <p>Decisions (outdoor adventure) Returning (Net Games) Passing and moving (Invaion)</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</p> <p>Record breaking (Athletics) Fielding (Strike and Field) Dribbling,movement and teamwork(Invasion)</p>
<p>Art</p>	<p>‘Art Deco’ Develop ideas</p> <p>Understanding how ideas develop through an artistic process. Look at how emotions are represented by Lempicka in her portrait. Consider how she used different aspects for different parts of the portrait.</p> <p>Master techniques</p> <p>This concept involves developing a skill set so that ideas may be communicated. Practise using the cubist and Art Deco styles, using elegant lines and bright colours. Explore working with a palette knife to apply paint.</p> <p>Take inspiration from the greats</p> <p>Study the artists and materials used during the Art Deco period. Understand the influences on artists, including Cubism, Egyptian Art, Aztec art and more modern design innovations.</p>	<p>‘Impressionism’ Develop ideas</p> <p>Understanding how ideas develop through an artistic process. Using artistic inspiration, study how colour can be used to create light effects and how it can be used to generate emotion in the observer. Explore colour theory to develop different effects with paint.</p> <p>Master techniques</p> <p>This concept involves developing a skill set so that ideas may be communicated. Understand and use the broken colour technique using brush and paint. Also explore light effects to reflect the weather in a scene. Learn about the impasto technique. Use different media to explore applying colour and texture to the same object. Explore colour for background / foreground contrast. Create image and add sound using digital media.</p> <p>Take inspiration from the greats</p> <p>Study how impressionist artists painted landscapes and everyday life. Study Sisley</p>	<p>‘Animals’ Develop ideas</p> <p>Understanding how artists showed light and dark to make their subjects appear 3 dimensional and to create the effect of the weather in the scene. Create many sketches of the same subject to develop detail.</p> <p>Master techniques</p> <p>Explore layering paint to create an animal fur effect. Create own Canopic jar by combining shapes. Use various stitching and weaving techniques to sew bookmarks.</p> <p>Take inspiration from the greats</p> <p>Study the animal drawings and paintings of Rosa Bonheur. Her paintings show the study of the animal she was painting and her inspiration to paint realistically.</p>
<p>DT</p>	<p>Master practical skills</p> <p>Developing the skills needed to make high quality products. 3-D models-Bridges. (Frame/Arch structures)</p> <p>Design, make, evaluate and improve</p> <p>Developing the process of design thinking and seeing design as a process. Test and improve the strength of parts using the concepts of compression and tension.</p> <p>Take inspiration from design throughout history</p> <p>Appreciating the design process that has influenced the products we use in everyday life. Compare the design of different types of bridge according to their purpose.</p>	<p>Master Practical Skills Mechanics.</p> <p>Understand the operation of pneumatics. Explore making simple mechanisms.</p> <p>Design, Make, Evaluate, Improve.</p> <p>Design and make a lifting mechanism included in a toy. Refine design.</p> <p>Take inspiration from designs throughout history.</p> <p>Look at product design where pneumatics are used. Label and annotate such mechanisms.</p>	<p>Master Practical Skills Electricals and Electronics.</p> <p>Understand a simple circuit (link to science) and learn about the materials used to create such circuits. Make copper tape circuits.</p> <p>Design, Make, Evaluate, Improve</p> <p>Design and make a paper greeting card with a light up element. Make a prototype and evaluate it. Use this to improve the design and explain the decisions made.</p> <p>Take inspiration from design throughout history</p> <p>Look at products using copper tape circuits. Assess their purpose and the user it is designed for. Collect ideas to inspire own designs.</p>

Music-Charanga	<p><u>Whole Class Samba Drumming</u></p> <ul style="list-style-type: none"> • Perform a variety of rhythmic ostinatos with controlled dynamics • Recognise the difference between a break and a groove • Identify and follow hand and apito signals to indicate intro, outro, break and groove • Copy 2 bar rhythmic phrases with accuracy of tempo, rhythm and dynamics • Improvise simple Q and A phrases • Perform interlocking syncopated rhythms as part of an ensemble to create a polyphonic texture 	<p><u>Musical Spotlight: Compose with Your Friends</u></p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, Bb, B</p> <p>Learning about various key signatures that guide melodies used in the music.</p> <p>Learning about ‘tonic pitch’ or the ‘home note’ and makes a melody or a song sound final – like it has been resolved.</p> <p>Practicing listening, singing, and playing instruments to explore the home note in music.</p> <p>Social Question: How Does Music Improve Our World?</p> <p><u>Musical Spotlight: Feelings Through Music</u></p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F#, G, A, Bb, B</p> <p>Learning about and exploring how Music is used for many reasons and can help us express our feelings.</p> <p>Learning about how Music can be loud or quiet, fast or slow, smooth and connected or short and detached.</p> <p>Learning about how we can also use instruments with different sounds to help communicate different emotions.</p> <p>Learning about how we can explore music and how it connects with our feelings.</p> <p>Social Question: How Does Music Teach Us About Our Community?</p>	<p><u>Musical Spotlight: Expression and Improvisation</u></p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, Bb, B</p> <p>Learning to Improvise in is a way to express our feelings. Music comes from our hearts.</p> <p>Learning to make improvisation more expressive and add dynamics.</p> <p>Social Question: How Does Music Shape Our Way of Life?</p> <p><u>Musical Spotlight: The Show Must Go On!</u></p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, B, B, C#</p> <p>Learning how to create and present a performance! Present what has been learnt in the lesson with confidence. Introduce the performance with an understanding of what the songs are about and any other connections. Remember, use the simple band parts if you want to.</p> <p>Social Question: How Does Music Connect Us with the Environment?</p>
MFL French	<p>Read fluently</p> <p>Write imaginatively</p> <p>Speak confidently</p>	<p>Read fluently</p> <p>Write imaginatively</p> <p>Speak confidently</p>	<p>Read fluently</p> <p>Write imaginatively.</p> <p>Speak confidently</p>

	<p>Understand the culture of the countries in which the language is spoken</p> <p>Animals Colours Questions</p>	<p>Understand the culture of the countries in which the language is spoken</p> <p>Animals and their habitats Masculine and feminine nouns</p>	<p>Understand the culture of the countries in which the language is spoken</p> <p>Favourite animals Likes / dislikes Homes and gardens French alphabet</p>
<p>PSHE/RSHE</p>	<p>Caring friendships</p> <p>Mental wellbeing</p> <p>Respectful relationships</p> <p>Being Safe</p> <p>Families and people who care for me</p> <p>Health and prevention</p>	<p>Caring friendships</p> <p>Respectful relationships</p> <p>Mental wellbeing</p> <p>Being Safe</p> <p>Internet Safety and Harms</p> <p>First Aid Calling for Help</p>	<p>Caring friendships</p> <p>Respectful relationships</p> <p>Families and people who care for me</p> <p>Being Safe</p> <p>Drugs Alcohol and Tobacco</p> <p>Mental wellbeing</p> <p>Changing Adolescent Bodies</p> <p>First Aid – Head injuries Asthma</p>