

2018/19 HEAVERS FARM AND SELSDON PRIMARY YEARLY PLANNING: YEAR 4

Subject	Autumn 1 st Half 6 weeks + 3 days	Autumn 2 nd Half 8 weeks	Spring 1 st Half 5 weeks + 4 days	Spring 2 nd Half 6 weeks	Summer 1 st Half 4 weeks + 4 days	Summer 2 nd Half 7 weeks
Whole School Focus	Black History	Disability awareness/Children in Need	Women's history	Mindfulness	Love Our Planet	LGBTQ+ History
Year Group Topic	Rainforests	Maya	Charles Darwin/ Music	Young Entrepreneurs	Water	Romans

The following skills will be taught and developed throughout the year and across the curriculum.

Reading	<ul style="list-style-type: none"> • Children will be taught to: • Apply growing knowledge of root words, prefixes and suffixes, both to read aloud and the meaning of new words I meet; • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word; • Read with an expressive reading voice, taking into account a wide range of punctuation; • Use appropriate character voices; • Begin to read ahead to look for clues to determine meaning; • To use dictionaries to check the meaning of words that I have read. • Recall most of the main points from more complex texts; • Become familiar with an increasing number of books; • Make inferences and begin to find a single point of reference; • Understand the meaning of the text and begin to infer word meaning; • Name some organisational features of texts and comment on why these are used, including punctuation; • Beginning to recognize different forms of poetry; • Notice and comment on writers' use of language independently; • Begin to identify how language, structure and presentation contribute to meaning; • Comment on a writers' purpose at a basic level for a wide range of texts; • Identify the main purpose of the text; • Listen to and discuss a wide range of fiction, poetry, plays, non fiction and reference books or texts books; • Begin to make connections between texts about the same characters and those with similar plots, settings and themes. • Read ahead to look for clues to determine meaning. • Begin to show awareness of the listener through the use of pauses, emphasis and pace to entertain and maintain interest. • Use dictionaries to check the meaning of words that I have read; • Recall all of the main points of the text accurately; • Become familiar with an increasing number of more complex texts, retelling some of these orally with confidence; • Make inferences based on a single point of reference to the text; • My comments show that I understand the meaning of the text and am becoming proficient at inferring word meaning; • Name a wide range of organizational features and explain why these are used; • Frequently comment on writers' use of language using technical terms independently; • Have a basic understanding of reasons for language choice; • Becoming aware that the writer has a point of view;
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- Independently make comment about connections between texts, based on plot, characters, themes and authors;
- Make simple comment about what a text reveals about social, cultural and historical backgrounds.
- Show an awareness of the listener through the use of pauses, emphasis and pace to entertain and maintain interest;
- Understand how the meaning of a sentence is shaped by punctuation, word order, connectives and openers;
- Use dictionaries to check the meaning of words that I have read;
- Recall all of the main points of the text and begin to decipher which are the most relevant points;
- Be familiar with an increasing number of more complex texts, retelling some of these orally with confidence;
- Locate specific information and refer to it in order to support my comments;
- Locate quotes to justify my answers (may lack focus);
- Make inferences based on a single point of reference and begin to locate other points within the text which supports my comments;
- To understand why a text has been organised in a certain way;
- Name a wide range of organisational features and explain why these are used;
- Recognize some different forms of poetry (free verse, narrative poetry);
- Identify the features of writers' use of language and I am beginning to comment on their effect on the reader;
- Show words which I think are effective and begin to tell you why;
- Begin to comment on examples of how authors express different moods, feelings and attitudes;
- Identify the main features of the text;
- Make comments show that I have a basic awareness of writers' viewpoints;
- Begin to tell you how the text makes me feel about the characters, themes and issues;
- Identify and comment on features that are common to different texts or versions of the same text;
- Begin to understand how the meaning and effect of a text and be dependent on the readers or writers' context.

Reading, and comprehension activities, linked to whole school focus areas

Writing	Writing to entertain					
	Writing to convey a message	Writing to inform	Writing to persuade	Writing to inform	Writing to inform	Writing to inform
	Writing to inform	Writing to persuade	Play scripts/diaries	Writing to persuade	<i>This could include writing linked to whole school focus and year group topic areas</i>	Writing to persuade
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Writing – effect on audience	<p>Pupils should be taught to:</p> <p>Include descriptive detail to evoke a setting and make it more vivid using specific nouns, adjectives, expanded noun phrases and figurative language including both simile and metaphor;</p> <p>Sequence events clearly and show how one event leads to another using appropriate conjunctions and adverbials;</p> <p>Imitate authorial techniques gathered from the reading of age-appropriate texts;</p> <p>Develop mood and atmosphere using a range of vocabulary, including figurative language and sentence structures;</p> <p>Include character descriptions designed to provoke sympathy or dislike in the reader;</p> <p>Include details expressed in ways that engage the reader;</p> <p>Organise and categorise information based on notes from several sources;</p> <p>Use techniques to get the reader on side;</p> <p>Evaluates the effectiveness of their own and others’ writing and suggest improvements.</p>
Spoken Language/ Drama/ Debate	<p>Pupils will be taught to use spoken language to communicate effectively through all aspects of school life.</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> - listen and respond appropriately to adults and their peers; - ask relevant questions to extend their understanding and knowledge; - use relevant strategies to build their vocabulary; - articulate and justify answers, arguments and opinions; - give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings; - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments; - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; - speak audibly and fluently with an increasing command of Standard English; - participate in discussions, presentations, performances, role play, improvisations and debates; - gain, maintain and monitor the interest of the listener(s); - consider and evaluate different viewpoints, attending to and building on the contributions of others; - select and use appropriate registers for effective communication. - present work on whole school themes to parents, family members, other children etc.
Grammar	<p>Pupils will be taught:</p> <p>Word</p> <p>The grammatical difference between plural and possessive –s;</p> <p>Standard English forms for verb inflections instead of local spoken forms</p> <p>Sentence</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases;</p> <p>Fronted adverbials</p> <p>Text</p> <p>Use of paragraphs to organise ideas around a theme;</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Punctuation</p> <p>Use of inverted commas and other punctuation to indicate direct speech;</p> <p>Apostrophes to mark plural possession.</p>
Spelling/ Phonics	<p>See Appendix 1 English Spelling – work for years 3 and 4 (p49)</p> <p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt (English Appendix 1)</p>

	Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]					
	Use the first two or three letters of a word to check its spelling in a dictionary					
	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.					
Handwriting	Pupils will be taught to use joined cursive script in line with the Federation's handwriting policy.					
Maths	<p>Number and Place Value Pupils will be taught to: Count in multiples of 6,7,9,25 and 1000; Find 1000 more or less than a given number; Order and compare numbers beyond 1000; Recognise the place value of each digit in a four-digit number; Read Roman numerals to 100. Identify, represent and estimate numbers using different representations. Round any number to the nearest 10, 100 or 1000.</p> <p>Addition and Subtraction Pupils will be taught to: Add and subtract numbers with up to 4 digits; Estimate and use inverse operations; Solve addition and subtraction two-step problems in context.</p> <p>Multiplication and Division Pupils will be taught to:</p>	<p>Multiplication and Division Pupils will be taught to: Recall multiplication and division facts for multiplication tables up to 12 x 12.</p> <p>Fractions Pupils will be taught to: Recognise families of common equivalent fractions; Count in hundredths; Add and subtract fractions with the same denominator; Recognise and write decimal equivalents to common fractions; Divide numbers by 10 and 100,</p> <p>Measure Pupils will be taught to: Measure and calculate perimeter; Find the area of rectilinear shapes by counting squares.</p> <p>Geometry Pupils will be taught to: Compare and classify geometric shapes</p>	<p>Number and Place Value Pupils will be taught to: Count backwards through zero to include negative numbers; Solve number and practical problems.</p> <p>Addition and Subtraction Pupils will be taught to: Add and subtract numbers with up to 4 digits, using formal methods; Estimate and use inverse operations; Solve addition and subtraction two-step problems in context.</p> <p>Multiplication and Division Pupils will be taught to: Recall multiplication and division facts for multiplication tables up to 12 x 12; Solve problems involving multiplying and adding. Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1;</p>	<p>Multiplication and Division Pupils will be taught to: Recall multiplication and division facts for multiplication tables up to 12 x 12; Distributive, commutative and associative laws; Equality of expressions.</p> <p>Measure Pupils will be taught to: Convert between different units of measure; Estimate, compare and calculate different measures, including money in pounds and pence; Read, write and convert time between analogue and digital 12- and 24- hour clocks; Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p> <p>Geometry</p>	<p>Number and Place Value Pupils will be taught to: Identify, represent and estimate numbers using different representations.</p> <p>Multiplication and Division Pupils will be taught to: Recall multiplication and division facts for multiplication tables up to 12 x 12.</p> <p>Fractions Pupils will be taught to: Solve simple measure and money problems involving fractions and decimals to two decimal places. Recognise and show, using diagrams, families of common equivalent fractions; Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number;</p>	<p>Multiplication and Division Pupils will be taught to: Recall multiplication and division facts for multiplication tables up to 12 x 12.</p> <p>Statistics: Pupils will be taught to: Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs; Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p> <p>Revise taught concepts and apply these in a range of different practical contexts.</p>

	<p>Recall multiplication and division facts for multiplication tables up to 12 x 12; Recognise and use factor pairs; Multiply two-digit and three digit numbers by a one-digit number.</p>	<p>based on properties and size; Identify acute and obtuse angles; Compare and order angles; Statistics: Pupils will be taught to: Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs; Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>	<p>dividing by 1; multiplying together three numbers; Multiply two-digit and three-digit numbers by a one digit number using formal written layout. Fractions Pupils will be taught to: Round decimals with one decimal place to the nearest whole number;</p>	<p>Pupils will be taught to: Identify lines of symmetry in 2-d shapes; Complete a simple symmetric figure. Describe positions on a 2-D grid as coordinates in the first quadrant; Plot specified points and draw sides to complete a given polygon.</p>	<p>Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the digits in the answers as ones, tenths and hundredths; Compare numbers with the same number of decimal places up to two decimal places.</p>	
<p>Geography</p>	<p>Locate and label the world's continents and countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical characteristics, and countries; Use maps, globes and Google Earth to identify the continent of South America. Looking at a map of climate zones, children to use prior knowledge of the world to identify the climate they think may exist in different</p>	<p>Look at pictures and labeled diagrams of different historical settlements over time. Produce own pictures and labeled diagrams. Ask and answer questions through own knowledge and self-conducted research: What resources were used? Why were they used? Why were their settlements so different? What tools were available? What was the purpose of the settlements? Study maps of Anglo Saxon and Roman settlements. Draw</p>	<p>Whilst studying Antarctica, use photographic evidence to raise questions about the climate and living conditions there. Make assumptions based on images/videos/Google Earth searches about life there and the animals which may survive in those conditions. Physical geography, including: Understand the term 'biome'. Use knowledge of this term to make suggestions for places</p>	<p>Design questions and studies to conduct in the local area. Identify local features on a map and begin to experiment with four figure grid references, using them to locate and describe local features. Undertake surveys. Conduct investigations. Classify buildings. Use recognised symbols to mark out local areas of interest on own maps. Choose effective recording and presentation methods</p>	<p>Physical geography, including: climate zones, biomes and vegetation belts and rivers and the water cycle. Use and explain the term 'climate zone'. Identify the different climate zones. Ask questions and find out what affects the climate. Use maps to identify different climate zones. Discuss and compare the climate zones of the UK and relate this knowledge to the</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass. Human geography, including: types of</p>

	<p>parts of South America. Identify and mark on a map the different countries of South America. Identify the major cities and consider how they differ to other regions in the country. Looking at photographs, children to compare and contrast two differing regions e.g. rich/poor Brazil, hilly/icy Argentina. Using photographs, children to make connections between South America and the UK. Locate the mountain ranges, rivers and oceans. Consider how the location of these geographical features has shaped life. Refer to UK e.g. London and the Thames/Lake District. Understand how geographical features are marked on a map. Using this knowledge, children to study world maps to identify other major cities, hilly areas, rivers etc. Ask geographical questions e.g. Are there any links? (big cities near rivers, less</p>	<p>conclusions about the location of the settlements based on prior knowledge. Compare with current maps and make suggestions about change. Study how land in the local area was used during the historical periods studied. Look at land use in the same area today and consider how and why this has changed. Identify main economies in the immediate area. Compare with trade in the past. Why has this changed.</p>	<p>in the world which may be biomes. Once the children are aware that the main types are tundra, desert, grassland and rain forest, children to use maps to locate areas they think may be biomes e.g. very green areas could be rainforests, flat pale ones could be deserts etc. Defend reasoning using knowledge of maps. Make comparisons between this biome and others, discussing with classmates the similarities as well as the differences. Select items required to survive in Antarctic conditions. Develop informed opinions about global warming in relation to the Antarctic and develop reasoned arguments about our role on the planet. Linked to Science, study photographs of Antarctic animals and reflect on how the animals are adapted to the conditions. Design interesting and relevant studies that may be carried out in Antarctica. Compare life in Antarctica with life in the UK. Chn present</p>	<p>e.g. tables to collect data. Present data in an appropriate way using keys to make data clear. Draw conclusions from the data.</p>	<p>weather in the local area. Children to ask questions about global warming. Discover the cause of global warming and research the implications. Reach reasoned and informed solutions and discuss the consequences for the future. Identify changes to be made in own lives in response to this.</p>	<p>settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water; Look at pictures and labeled diagrams of different historical settlements over time. Produce own pictures and labeled diagrams. Ask and answer questions through own knowledge and self-conducted research: What resources were used? Why were they used? Why were their settlements so different? What tools were available? What was the purpose of the settlements? Study maps of Anglo Saxon and Roman settlements. Draw conclusions about the location of the settlements based on prior knowledge. Compare with current maps and make suggestions about change. Study how land in the local area was used during the historical periods studied. Look at land use in the same area today and consider how and why this has changed.</p>
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	<p>populated areas near hilly ones etc).</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones;</p> <p>Raise questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres.</p> <p>Physical geography, including: Focus on Amazon rainforest – identify the climate, the habitats, the plant and animal types and how people live in the rainforest. Study life in the Amazon rainforest through primary sources – recounts/photographs, and ask questions, make comparisons to life in the UK and consider how life in the UK may be similar.</p>		<p>their views in a variety of ways (diary, report etc) on what they think life in Antarctica is like. Read real accounts and compare.</p>			<p>Identify main economies in the immediate area. Compare with trade in the past. Why has this changed.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
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	<p>Discuss how the rainforest may be linked to us e.g. trade. Locate other rainforests using Google earth and maps, identifying patterns in their location.</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water;</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>					
<p>History</p>	<p>Black History Month Understanding events that have shaped Black History</p>	<p>Pupils will be taught about: A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	<p>Women’s History Understanding events that have shaped women’s history.</p> <p>Suffragettes, women entrepreneurs throughout history</p>	<p>Pupils will be taught about: A significant turning point in British history: how design and technology have helped shape the world.</p>		<p>Pupils will be taught about: The Roman empire and its impact on Britain.</p>

<p>Design & Technology</p>	<p>Pupils will be taught to:</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>	<p>Pupils will be taught to:</p> <p>Design and build Mayan pyramids</p>		<p>Pupils will be taught to:</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups;</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks.</p> <p>Select from and use a wider range of materials and components.</p> <p>Investigate and analyse a range of existing products;</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to</p>	<p>Pupils will be taught to:</p> <p>Know materials have both functional properties and aesthetic qualities</p>	<p>Pupils will be taught to:</p> <p>Understand the principles of a healthy diet</p> <p>How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</p> <p>How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p>
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				improve their work: is it successful? How could it be improved? Is it of good quality?		
Science	<p>Living things and their habitats</p> <p>Pupils will be taught to: 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 sometimes pose dangers to living things.</p>	<p>Animals including humans</p> <p>Pupils will be taught to: 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.</p>	<p>Sound</p> <p>Pupils will be taught to: Suggest questions that can be tested. Put forward ideas about testing and make predictions. With help, consider what constitutes a fair test. 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 that produced it; 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>	<p>Electricity</p> <p>Pupils will be taught to: 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 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; Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p><u>D&T: Technical knowledge</u></p> <p>Know that mechanical and electrical systems</p>	<p>States of matter</p> <p>Pupils will be taught to: Compare and group materials together, according to whether they are solids, liquids or gasses; 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; Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Make relevant observations and comparisons. Make measurements of temperature, time and force as well as measurements of length. Begin to think about why measurements of length should be repeated. With help, carry out a fair test recognising and explaining why it is fair.</p>	<p>Working scientifically. Experiments</p> <p>Recognise why it is important to collect data to answer questions. With help, carry out a fair test recognising and explaining why it is fair. Explain what the evidence shows in a scientific way and whether it supports predictions. Suggest improvements in their work.</p>

				<p>have an input, process and output.</p> <p>Use the correct technical vocabulary</p> <p>Know that simple circuits and components can be used to create functional products</p>		
Art & Design	<p>Pupils will be taught:</p> <p>Sketch collection: observations of flora and fauna</p> <p>Focus on: observational and imagined drawings and ideas using line, tone, texture, shading, hatching and cross-hatching, using a range of media. Use a view finder to select an area of a subject for drawing.</p> <p>Botanicals</p> <p>Henri Julien Felix Rousseau (tropical)</p> <p>Also study other artists linked to whole school focus areas</p>	<p>Pupils will be taught:</p> <p>Sketch collection: Mayan art hieroglyphics</p> <p>Mayan sculpture/ceramics/ modelling</p> <p>Headdresses (made from feathers)</p> <p>Class mural (to be displayed on corridor wall</p>	<p>Pupils will be taught:</p> <p>Use ICT iPad App to create stop animation short film based on Charlie and the Chocolate Factory / evolution</p> <p>Nicholas Wulstan Park (stop animation director for Wallace and Gromit)</p> <p>Also study other artists linked to whole school focus areas</p>	<p>Pupils will be taught:</p> <p>Packaging for soap product (using ICT)</p> <p>Sketch collection of observational and imagined drawings and ideas using line, tone, texture, shading, hatching and cross-hatching.</p>	<p>Pupils will be taught:</p> <p>Sew a weather cushion: Shape and stitch materials.</p> <p>Sewing, cross stitch and backstitch</p>	<p>Pupils will be taught:</p> <p>Pottery/Sculpture (bust/figures)</p> <p>Sketch collection of observational and imagined drawings and ideas using line, tone, texture, shading, hatching and cross-hatching, using a range of media.</p> <p>Fresco painting/mosaics – form pictures (not just patterns)</p> <p>Also study other artists linked to whole school focus areas</p>

Computing	<p>Pupils will be taught to:</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Protect their privacy and respect the privacy of others.</p>	<p>Pupils will be taught to:</p> <p>Discuss the benefits of ICT.</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p>	<p>Pupils will be taught to:</p> <p>Develop a storyboard and then create a simple animation using for instance 'Puppet Pals' or 'Stop Motions' Animation'</p> <p>Use search technologies effectively, appreciate how results are selected and ranked</p>	<p>Pupils will be taught to:</p> <p>Use software to create a brochure or poster on a given subject.</p> <p>Pupils learn to write and deliver with greater confidence a presentation on a given subject.</p> <p>Pupils learn how to adapt and create images to enhance or further develop their work</p>	<p>Pupils will be taught to:</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Scratch or Logo to draw regular 2D shapes – add loops or procedures to create a repeating pattern.</p> <p>Use logical reasoning to explain how a simple algorithm works and detect and correct errors.</p> <p>Use flowchart software i.e. 'Go' or 'Flowgo'</p>	<p>Pupils will be taught to:</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information and graph information.</p>
R.E. (using Croydon's Agreed Syllabus 2013)	<p>Christianity</p> <p>Authority and Worship</p> <p>Challenge: Why should we care for our world? (pg 145)</p>	<p>Christianity</p> <p>Challenge: Why Do You Judge Me? (pg 150)</p> <p>Lifestyle and Celebrations: Christmas</p>	<p>Christianity</p> <p>Sacred and Inspirational Writings</p>	<p>Hinduism</p> <p>Authority and Worship</p> <p>Why do you judge me?</p>	<p>Hinduism</p> <p>Sacred and Inspirational Writings</p> <p>Challenge: Why should we care for our world?</p>	<p>Hinduism</p> <p>Lifestyle and Celebrations</p>
<p>Personal, Social, Health and Economic Education (PSHE)</p> <p>Sex and Relationship</p>	<p>Living in the wider world (PSHE)</p> <p>About the importance of respecting and protecting the environment.</p>	<p>Living in the wider world (PSHE)</p> <p>How to respond in an emergency;</p> <p>About rights and responsibilities as members of families,</p>	<p>Relationships (PSHE)</p> <p>How to maintain physical, mental, emotional health and wellbeing;</p> <p>How to develop and maintain a variety of</p>	<p>Living in the wider world (PSHE)</p> <p>How money plays an important part in people's lives.</p> <p>A basic understanding of enterprise.</p>	<p>Health and Wellbeing: (PSHE)</p> <p>To identify different influences on health and wellbeing;</p> <p>How to recognise risky or negative</p>	<p>Relationships (PSHE)</p> <p>How to respond to risky or negative relationships and ask for help;</p> <p>How to manage risks to physical and</p>

Education (SRE)	Health and Wellbeing: (PSHE) Pupils will be taught: What is meant by a healthy lifestyle; How to recognise and manage emotions within a range of relationships.	other groups and as citizens: To respect equality and be a productive member of a diverse community. Relationships (PSHE) How to recognise equality and diversity in relationships; Coping with emotions.	healthy relationships, within a range of social/cultural contexts; Living in the wider world (PSHE) About different groups and communities.	About where money comes from, keeping it safe and the importance of managing it effectively. Women’s history: suffragettes, women entrepreneurs throughout history	relationships including all forms of bullying; SRE Ways of keeping physically and emotionally safe; An introduction to the emotional and physical changes of growing up.	emotional health and wellbeing; Respect for self and others and the importance of responsible behaviours and actions. SRE Coping with emotions and how to look after our bodies in order to be safe and healthy. The emotional and physical changes of growing up. Naming body parts. Similarities and differences between one another other
Spiritual Moral Social and Cultural Development (SMSC)	Through this curriculum plan and whole school focus activities children will be taught to: <ul style="list-style-type: none"> • Explore, understand and respect diversity. • Develop an awareness of, and respond respectfully to, others’ needs and differences. • Celebrate difference. • Explore what is right and wrong. • Understand what we need to do in our community to make sure everyone thrives. • Make explicit links to our school vision. • Develop resilience and inner strength. • Take pride in themselves and celebrate this with others. 					
Languages (KS2 only)	Children will focus on one modern foreign language. Spanish at Heavers Farm and French at Selsdon. Children will learn:					
	To listen and understand to simple oral exchanges. To begin to explore the patterns and sounds of the language.	To understand the links between spellings and meanings of words. To engage in simple oral conversations.	To listen attentively to spoken language and show understanding. To use songs and rhymes to link spellings, sounds and words.	To respond to the opinions of others. To begin to speak in sentences. To begin to develop accurate pronunciation	To begin to read and understand words, phrases. To use basic phrases To write phrases from memory	To confidently engage in conversations. To ask and answer questions using different phrases

	To link the spellings and sounds of words.	To ask and answer questions.	To express opinions.	To develop a wider vocabulary		To describe people orally.
Music	RHYTHMIC PATTERNS (OSTINATI) 2a, 2b, 2c, 2d	MELODIC OSTINATI AND WHAT MAKES A MELODY (COMPOSING) 2a, 2b, 2c, 2d	MAJOR AND MINOR SCALES 2a, 2b, 2c, 2d, 2e, 2f	SOUND COLOURS – FOCUS ON TIMBRE 2a, 2b, 2c, 2e	MUSICAL SIGNALS AND NOTATION 2b, 2c, 2d	CULTURAL CARNIVAL – MUSIC FROM AROUND THE WORLD 2a, 2b, 2e, 2f
Physical Education	<p>Tag Rugby: Playing competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>Taking part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>Sports hall Athletics: Developing flexibility, strength, technique, control and balance</p> <p>Using running, jumping, throwing in isolation and in combination</p> <p>Comparing performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>PE will also link to whole school focus area: Paralympic sports.</p>	<p>Hockey: Playing competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>Basketball: Using running, jumping, throwing and catching in isolation and in combination</p> <p>Swimming: Swim competently, confidently and proficiently over a distance of at least 25m</p> <p>Use a range of strokes effectively</p> <p>Perform safe self-rescue in different water-based situations</p>	<p>Gymnastics and Dance: Performing dances using a range of movement patterns</p> <p>Developing flexibility, strength, technique, control and balance</p> <p>Swimming: Swim competently, confidently and proficiently over a distance of at least 25m</p> <p>Use a range of strokes effectively</p> <p>Perform safe self-rescue in different water-based situations</p>	<p>Rounders and Cricket: Playing competitive games, modified where appropriate</p> <p>Using running, jumping, throwing and catching in isolation and in combination</p>	<p>Outdoor Athletics: Developing flexibility, strength, technique, control and balance</p> <p>Using running, jumping, throwing in isolation and in combination</p> <p>Comparing performances with previous ones and demonstrate improvement to achieve their personal best.</p>
Trips	Local Church		Downe House.	Local Library	Bough Beech Reservoir	