Bladon C of E Primary School

Maple Class LTP

Cycle 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	**Local History Study – Victorian times in Bladon Local area field study**		**Ancient Greece**		**Rivers, Mountains. Volcanoes, Earthquakes**	
English	**Historical fiction:** 'Street Child' by Berlie Doherty – Literacy Shed Plus writing unit and Guided Reading. **Information text:** Life in a Victorian workhouse **Class Read: Cogheart by Peter Bunzl**	**Poetry:** Kenning poem – Fireworks Acrostic poem – Remembrance Day **Persuasive letter** writing – 'For the Birds' Literacy Shed plus unit The Snowman – The Write Stuff unit **Class Read: Cogheart by Peter Bunzl**	**Study Greek Mythology-** reading different myths- looking at features of myths Chn make their own mythological creature. **(non-chron report)** • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • Relative clauses beginning with who, which, where, when,	**Who Let the Gods Out by Maz Evans** • Figurative Language/imagery Character Feelings/Emotion • Atmosphere/setting description- expanded noun phrases etc. • Sentence openers to build tension/suspense • Dialogue- speech punctuation • Third person • **Narrative writing**	**The River by Valerie Bloom- The Write Stuff unit** **Objectives:** • Pupils should be taught to ask relevant questions to extend their understanding and knowledge. • Pupils should be taught to use relevant strategies to build their vocabulary. • Pupils should be taught to use spoken language to develop understanding through	**Independent Volcano Poetry-** **Chn use what they have learnt in the River Poetry unit to plan and write a Volcano Poem.** ***Link to Geography:*** *WALT: The formation and features of a volcano.* • I understand the role of plate tectonics in forming volcanoes. • I understand that volcanoes come in many shapes and

			whose, that, or an omitted relative pronoun **Chn write their own myth, based on their own mythical creature.** • Use of inverted commas and other punctuation to indicate direct speech • Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Fronted adverbials **Chn write their own myth, based on their own mythical creature.**		speculating, hypothesising, imagining and exploring ideas. • Pupils should be taught to speak audibly and fluently with an increasing command of Standard English. Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates. • Pupils should be taught to gain, maintain and monitor the interest of the listener(s). • Pupils should be taught to select and use appropriate registers for effective communication • Pupils should be taught to write sentences by sequencing	sizes, but primarily occur at the boundary between tectonic plates. • I understand the difference between Constructive, Destructive and Transform plate boundaries. • I understand why and how a volcanic eruption happens. • I understand the structure of a volcano and am able to recognise this in cross section. • I can name and locate some of major volcanoes in North and South America and the UK and Ireland. *WALT: Understand why people live on or near volcanoes.*

			Class Read: Who Let the Gods Out by Maz Evans		sentences to form short narratives. • Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense. • Pupils should be taught to discuss what they have written with the teacher or other pupils. • Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher. • The grammatical difference between plural and possessive –s • Appropriate choice of pronoun or noun within and across sentences to aid cohesion	• I understand that volcanoes produce useful minerals and that these can be extracted. • I understand that volcanic soils are fertile and good for agriculture. • I can explain the importance of geothermal energy. • I can explain that the volcanic landscape and environment can be important for tourism. • I can describe the dangers of living on or near volcanoes.

					and avoid repetition. • Apostrophes to mark plural possession	
Maths	**White Rose Maths – new scheme** **Year 4:** Place value Step 1 Represent numbers to 1,000 Step 2 Partition numbers to 1,000 Step 3 Number line to 1,000 Step 4 Thousands Step 5 Represent numbers to 10,000 Step 6 Partition numbers to 10,000 Step 7 Flexible partitioning of numbers to 10,000 Step 8 Find 1, 10, 100, 1,000 more or less Step 9 Number line to 10,000 Step 10 Estimate on a number line to 10,000 Step 11 Compare numbers to 10,000	**White Rose Maths – new scheme** **Year 4:** **Area** Step 1 What is area? Step 2 Count squares Step 3 Make shapes Step 4 Compare areas **Multiplication & Division A** Step 1 Multiples of 3 Step 2 Multiply and divide by 6 Step 3 6 times-table and division facts Step 4 Multiply and divide by 9 Step 5 9 times-table and division facts Step 6 The 3, 6 and 9 times-tables Step 7 Multiply and divide by 7 Step 8 7 times-table and division facts Step 9 11 times-table and division facts Step 10 12 times-table and division facts Step 11 Multiply by 1 and 0	**White Rose Maths – new scheme** **Year 4:** **Multiplication & Division B** Step 1 Factor pairs Step 2 Use factor pairs Step 3 Multiply by 10 Step 4 Multiply by 100 Step 5 Divide by 10 Step 6 Divide by 100 Step 7 Related facts – multiplication and division Step 8 Informal written methods for multiplication Step 9 Multiply a 2-digit number by a 1-digit number Step 10 Multiply a 3-digit number by a 1-digit number Step 11 Divide a 2-digit number by a 1-digit number (1)	**White Rose Maths – new scheme** **Year 4:** **Fractions** Step 1 Understand the whole Step 2 Count beyond 1 Step 3 Partition a mixed number Step 4 Number lines with mixed numbers Step 5 Compare and order mixed numbers Step 6 Understand improper fractions Step 7 Convert mixed numbers to improper fractions Step 8 Convert improper fractions to mixed numbers Step 9 Equivalent fractions on a number line Step 10 Equivalent fraction families Step 11 Add two or more fractions Step 12 Add fractions and mixed numbers Step 13 Subtract two fractions Step 14 Subtract from whole amounts	**White Rose Maths – new scheme** **Year 4:** **Decimals B** Step 1 Make a whole with tenths Step 2 Make a whole with hundredths Step 3 Partition decimals Step 4 Flexibly partition decimals Step 5 Compare decimals Step 6 Order decimals Step 7 Round to the nearest whole number Step 8 Halves and quarters as decimals **Money** Step 1 Write money using decimals Step 2 Convert between pounds and pence Step 3 Compare amounts of money Step 4 Estimate with money	**White Rose Maths – new scheme** **Year 4:** **Shape** Step 1 Understand angles as turns Step 2 Identify angles Step 3 Compare and order angles Step 4 Triangles Step 5 Quadrilaterals Step 6 Polygons Step 7 Lines of symmetry Step 8 Complete a symmetric figure **Statistics** Step 1 Interpret charts Step 2 Comparison, sum and difference Step 3 Interpret line graphs Step 4 Draw line graphs **Position & Direction** Step 1 Describe position using coordinates

	Step 12 Order numbers to 10,000 Step 13 Roman numerals Step 14 Round to the nearest 10 Step 15 Round to the nearest 100 Step 16 Round to the nearest 1,000 Step 17 Round to the nearest 10, 100 or 1,000 **Addition & Subtraction** Step 1 Add and subtract 1s, 10s, 100s and 1,000s Step 2 Add up to two 4-digit numbers – no exchange Step 3 Add two 4-digit numbers – one exchange Step 4 Add two 4-digit numbers – more than one exchange Step 5 Subtract two 4-digit numbers – no exchange Step 6 Subtract two 4-digit numbers – one exchange Step 7 Subtract two 4-digit	Step 12 Divide a number by 1 and itself Step 13 Multiply three numbers **Year 5: Multiplication & Division A** Step 1 Multiples Step 2 Common multiples Step 3 Factors Step 4 Common factors Step 5 Prime numbers Step 6 Square numbers Step 7 Cube numbers Step 8 Multiply by 10, 100 and 1,000 Small steps Year 5 | Autumn term | Block 3 – Multiplication and division A Step 9 Divide by 10, 100 and 1,000 Step 10 Multiples of 10, 100 and 1,000 **Fractions** Step 1 Find fractions equivalent to a unit fraction Step 2 Find fractions equivalent to a non-unit fraction Step 3 Recognise equivalent fractions	Step 12 Divide a 2-digit number by a 1-digit number (2) Step 13 Divide a 3-digit number by a 1-digit number Step 14 Correspondence problems Step 15 Efficient multiplication **Length & Perimeter** Step 1 Measure in kilometres and metres Step 2 Equivalent lengths (kilometres and metres) Step 3 Perimeter on a grid Step 4 Perimeter of a rectangle Step 5 Perimeter of rectilinear shapes Step 6 Find missing lengths in rectilinear shapes Step 7 Calculate perimeter of rectilinear shapes Step 8 Perimeter of regular polygons Step 9 Perimeter of polygons	Step 15 Subtract from mixed numbers **Decimals A** Step 1 Tenths as fractions Step 2 Tenths as decimals Step 3 Tenths on a place value chart Step 4 Tenths on a number line Step 5 Divide a 1-digit number by 10 Step 6 Divide a 2-digit number by 10 Step 7 Hundredths as fractions Step 8 Hundredths as decimals Step 9 Hundredths on a place value chart Step 10 Divide a 1- or 2-digit number by 100 **Year 5: Decimals and Percentages** Step 1 Decimals up to 2 decimal places Step 2 Equivalent fractions and decimals (tenths) Step 3 Equivalent fractions and decimals (hundredths)	Step 5 Calculate with money Step 6 Solve problems with money **Time** Step 1 Years, months, weeks and days Step 2 Hours, minutes and seconds Step 3 Convert between analogue and digital times Step 4 Convert to the 24-hour clock Step 5 Convert from the 24-hour clock **Year 5: Shape** Step 2 Classify angles Step 3 Estimate angles Step 4 Measure angles up to 180° Step 5 Draw lines and angles accurately Step 6 Calculate angles around a point Step 7 Calculate angles on a straight line Step 8 Lengths and angles in shapes	Step 2 Plot coordinates Step 3 Draw 2-D shapes on a grid Step 4 Translate on a grid Step 5 Describe translation on a grid **Year 5: Negative numbers** Step 1 Understand negative numbers Step 2 Count through zero in 1s Step 3 Count through zero in multiples Step 4 Compare and order negative numbers Step 5 Find the difference **Converting Units** Step 1 Kilograms and kilometres Step 2 Millimetres and millilitres Step 3 Convert units of length Step 4 Convert between metric and imperial units Step 5 Convert units of time Step 6 Calculate with timetables

	numbers – more than one exchange Step 8 Efficient subtraction Step 9 Estimate answers Step 10 Checking strategies **Year 5:** **Place value** Step 1 Roman numerals to 1,000 Step 2 Numbers to 10,000 Step 3 Numbers to 100,000 Step 4 Numbers to 1,000,000 Step 5 Read and write numbers to 1,000,000 Step 6 Powers of 10 Step 7 10/100/1,000/10,000/100,000 more or less Step 8 Partition numbers to 1,000,000 Step 9 Number line to 1,000,000 Step 10 Compare and order numbers to 100,000 Step 11 Compare and order	Step 4 Convert improper fractions to mixed numbers Step 5 Convert mixed numbers to improper fractions Step 6 Compare fractions less than 1 Step 7 Order fractions less than 1 Step 8 Compare and order fractions greater than 1 Step 9 Add and subtract fractions with the same denominator Step 10 Add fractions within 1 Step 11 Add fractions with total greater than 1 Step 12 Add to a mixed number Step 13 Add two mixed numbers Step 14 Subtract fractions Step 15 Subtract from a mixed number Step 16 Subtract from a mixed number – breaking the whole Small steps Step 17 Subtract two mixed numbers	**Year 5:** **Multiplication & Division B** Step 1 Multiply up to a 4-digit number by a 1-digit number Step 2 Multiply a 2-digit number by a 2-digit number (area model) Step 3 Multiply a 2-digit number by a 2-digit number Step 4 Multiply a 3-digit number by a 2-digit number Step 5 Multiply a 4-digit number by a 2-digit number Step 6 Solve problems with multiplication Step 7 Short division Step 8 Divide a 4-digit number by a 1-digit number Step 9 Divide with remainders Step 10 Efficient division Step 11 Solve problems with multiplication and division **Fractions B**	Step 4 Equivalent fractions and decimals Step 5 Thousandths as fractions Step 6 Thousandths as decimals Step 7 Thousandths on a place value chart Step 8 Order and compare decimals (same number of decimal places) Step 9 Order and compare any decimals with up to 3 decimal places Step 10 Round to the nearest whole number Step 11 Round to 1 decimal place Step 12 Understand percentages Step 13 Percentages as fractions Step 14 Percentages as decimals Step 15 Equivalent fractions, decimals and percentages **Perimeter & Area** Step 1 Perimeter of rectangles Step 2 Perimeter of rectilinear shapes Step 3 Perimeter of polygons Step 4 Area of rectangles	Step 9 Regular and irregular polygons Step 10 3-D shapes **Position & Direction** Step 1 Read and plot coordinates Step 2 Problem solving with coordinates Step 3 Translation Step 4 Translation with coordinates Step 5 Lines of symmetry Step 6 Reflection in horizontal and vertical lines **Decimals** Step 1 Use known facts to add and subtract decimals within 1 Step 2 Complements to 1 Step 3 Add and subtract decimals across 1 Step 4 Add decimals with the same number of decimal places Step 5 Subtract decimals with the same number of decimal places Step 6 Add decimals with	**Volume** Step 1 Kilograms and kilometres Step 2 Millimetres and millilitres Step 3 Convert units of length Step 4 Convert between metric and imperial units Step 5 Convert units of time Step 6 Calculate with timetables

	numbers to 1,000,000 Step 12 Round to the nearest 10, 100 or 1,000 Step 13 Round within 100,000 Step 14 Round within 1,000,000 **Addition & Subtraction** Step 1 Mental strategies Step 2 Add whole numbers with more than four digits Step 3 Subtract whole numbers with more than four digits Step 4 Round to check answers Step 5 Inverse operations (addition and subtraction) Step 6 Multi-step addition and subtraction problems Step 7 Compare calculations Step 8 Find missing numbers		Step 1 Multiply a unit fraction by an integer Step 2 Multiply a non-unit fraction by an integer Step 3 Multiply a mixed number by an integer Step 4 Calculate a fraction of a quantity Step 5 Fraction of an amount Step 6 Find the whole Step 7 Use fractions as operators	Step 5 Area of compound shapes Step 6 Estimate area **Statistics** Step 1 Draw line graphs Step 2 Read and interpret line graphs Step 3 Read and interpret tables Step 4 Two-way tables Step 5 Read and interpret timetables	different numbers of decimal places Step 7 Subtract decimals with different numbers of decimal places Step 8 Efficient strategies for adding and subtracting decimals Step 9 Decimal sequences Step 10 Multiply by 10, 100 and 1,000 Step 11 Divide by 10, 100 and 1,000 Step 12 Multiply and divide decimals – missing values	

Science	**<u>Electricity</u>** WALT: Identify common appliances that run on electricity. ***LINK TO DT PROJECT:*** WALT: Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. WALT: 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.	**<u>Electricity</u>** ***(Continue from Term 1)*** WALT: Recognise some common conductors and insulators, and associate metals with being good conductors WALT: Recognise that a switch opens and closes a circuit **<u>Life Cycle of a plant</u>** WALT: describe the process of sexual reproduction in flowering plants. WALT: describe the process of asexual reproduction in plants.	**<u>Life cycles</u>** WALT: describe the differences in the life cycles of an amphibian and an insect by exploring complete and incomplete metamorphosis. WALT: Describe the life cycles of a mammal, bird and reptile. I can compare the life cycles of mammals, reptiles and birds. WALT: Know about the life and work of Sir David Attenborough. WALT: Know about the life and work of Dame Jane Goodall.	**<u>Life cycles</u>** WALT: Explore gestation periods WALT: Explore how propagation is used to grow plants WALT: Describe the changes we go through from birth. WALT: Understand changes which happen in adolescence. WALT: Describe the changes as humans develop to old age.	**<u>Forces</u>** WALT: Explore gravity and the life and work of Isaac Newton. WALT: Examine the connection between air resistance and parachutes. WALT: Explore factors which affect an object's ability to resist water. WALT: Investigate the effects of friction on different surfaces. WALT: Investigate mechanisms – levers and pulleys. WALT: Investigate mechanisms – gears	**<u>Earth and Space</u>** WALT: Explore the solar system and its planets. WALT: Understand the heliocentric model of the solar system. WALT: Explain the Earth's movement in space. WALT: Explain the Earth's rotation and night and day. WALT: Explain the movement of the Moon. WALT: Design a planet using knowledge gained
Computing	**123SOW Unit:** **KS2 Online Safety Presentation** • Pupils should be able to understand what the rules are to keep you safe online		**123SOW Unit:** **KS2 Spreadsheets** • To use a spreadsheet to help to analyse and present data	**123SOW Unit:** **KS2 Green Screen presentation** • Pupils learn the basic techniques needed to create	**123SOW Unit:** **(Complete Green Screen presentation, if req.)** **123SOW Unit:** **KS2 e-Book**	

	• Pupils should be able to use software to present their ideas to explain some of the risks of being online and present the SMART rules in a fun way using a comic to suggest changes to behaviour are needed to keep you safe online • Pupils should be able to explain why these changes in behaviour are needed in a non-frightening way using engaging and appropriate images to support their key message	• To use a spreadsheet to calculate values to help analyse data • To use formulas on a spreadsheet to help to model data *Chn create a spreadsheet to record food choices for **their residential trip to Hill End.***	a green screen video. • Pupils use the basic techniques to create an informative green screen video. • Pupils edit and enhance a number of green screen videos to create and publish information as a video. Chn create a presentation about their choice of Ancient Greece subject area – ***link to History topic***	• Create an eBook in a format to be read on a computer including text written in your own words (not reproducing anything available commercially) and images (copyright-free or own creation) • Include sounds as hot-spots or to narrate bits of the story or information and embedded video clips (either animation or video) • Include a contents page and/or references. Could also include hyperlinks if suitable for content**.**
History	**Victorian Life in Bladon** WALT: place the Victorians on a timeline and consider what life was like for children in this period. Museum Trip- The Victorian WALT: compare modern and Victorian schooling. WALT: find out about daily life for children in Victorian Britain	**<u>Ancient Greece</u>** **Key Question 1 Part 1**: How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago? **Key Question 1 Part 2**: How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago? Theseus and the Minotaur: Is there any evidence for the legend? **Key Question 2 Part 1:** What can we work out about everyday life in Ancient Athens?		**<u>Early Civilisations</u>** The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of: The Shang Dynasty of Ancient China

	Artefact lesson- Oxfordshire Museum loan box- Victorians at work/Victorian Houses WALT: investigate how Victorian children spent their leisure time. WALT: understand some of the changes that took place for poor children in the 19th century. ***What happened in Bladon during this year? Look at old school log books:*** WALT: recall information about the life of children in Victorian times. **Children to create their own information booklets of Victorian Britain with a case study of Victorian Bladon.**	**Key Question 2 Part 2**: What can we work out about everyday life in Ancient Athens? 'Who wants to be a Millionaire?' meets 'Call my Bluff' in Ancient Greece • Learning objectives • pupils have to look closely at internal clues of a Greek pot and make simple deductions • they have to think creatively to imagine other possible interpretations • they apply this creative thinking to generating possible captions for unfamiliar objects **Key Question 2 Part 3**: What can we work out about everyday life in Ancient Athens? **Learning objectives** • pupils can explain the typical life of an Ancient Greek woman • they can distinguish between life of the rich and the poor • they can make simple deductions from evidence • they can evaluate written accounts using simple criteria which they apply to **Why was Athens able to be so strong in the 5th and 6th century BC?** **Learning objectives** • Pupils can identify characteristic features of Classical Athens that made it so successful. • Children can explain why certain characteristic features made Athens so successful. • Pupils are able to work out which are valid and non-valid reasons for	

			Athens' victory at the Battle of Marathon They can sort and classify different reasons They can evaluate a simple textbook account **What can we tell about the Ancient Greeks from a study of their theatre & Olympics?** **What did the Ancient Greeks do for us?**	
Geography		**<u>Victorian Bladon</u>** WALT: use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies Old Maps of Bladon Map reading skills, compasses, ICT maps -Walk around Bladon to spot some of the places on maps- observe changes- quick sketches.	**<u>Ancient Greece</u>** WALT: Find out about the physical geography of Greece. WALT: Find out about the population and culture of Greece today.	**<u>Rivers, Mountains, Earthquakes and Volcanoes</u>** **WALA: The Journey of a River.** **WALT: understand the factors that cause rivers to flood.** **WALT: Name and locate the five longest rivers in the UK.** I understand the key features of an OS map including: • Compass directions • The key • Four and six-figure grid references • Grid squares • Scale • Contour lines To interpret an OS map to answer questions about a locality: the River Thames. **WALA: The characteristics of the River Thames.** • I can explain how the River Thames shapes the surrounding landscape. • I can explain how the River Thames changes throughout its course. • I can explain why the River Thames is liable to flooding and the role of the

				Thames Flood Barrier in preventing flooding. **WALA: Waterfalls.** • I can explain how waterfalls are formed. • I can describe the physical processes that are involved in their formation. • I can identify features and characteristic of waterfalls. **WALT: Understand what happens as a river reaches the coast, including: estuaries, deltas, mud flats and salt marshes.** • I know why estuaries are so important for wildlife and nature reserves. • I Understand what happens to a river as it reaches the coast including the formation of deltas, mudflats and salt marshes. • I can create a leaflet for visitors to a nature reserve that explains how mudflats and salt marshes are formed and the wildlife that inhabits them. **WALA: Mount Everest.** • Where is Mount Everest located? How high is Mount Everest? What is the landscape like? How do the features of the landscape change at altitude? What is the weather like? How does this change? What are conditions like for people climbing the mountain? Who were Edmund Hillary and Tenzing Norgay? How did they reach the summit of Mount Everest? What did they experience during their

				ascent? What did they do when they reached the summit? **WALT: Name and locate the seven highest peaks in each continent.** • I can name and locate the mountains of the UK. • I understand what an OS map represents. • I understand the key features of an OS map including: • Compass directions • The key • Four and six-figure grid references • Grid squares • Scale To interpret an OS map to answer questions about a locality: Snowdon. **WALT: Understand more about the structure of the earth.** • I understand the role of plate tectonics in forming mountains. • I understand that mountains can be formed in different ways. • I understand the formation of three types of mountain: Fold Mountains, Fault Block Mountains and Dome Mountains. **WALA: Earthquakes.** • I understand where earthquakes happen. • I can explain the role of plate tectonics in the formation of earthquakes. • I can explain that earthquakes have different magnitudes and these impact differently.

					• I can locate California and the San Andreas Fault	
Art & DT	**<u>Watercolour night sky / fireworks and silhouette painting.</u>** • how to layer up paint and blend- wet on wet technique. • different techniques using different sized paintbrushes using acrylic paint • design, draw and cut a silhouette out of black paper. • use acrylic paint to add fireworks on- then add on their silhouette. *Use above technique to create a Christmas night scene.*	***Link to Science – electricity.*** **<u>Design, make and evaluate a model fairground ride with a rotating part, using an electrical motor.</u>**	***Link to History topic – Ancient Greece*** **<u>WALT: design, create and evaluate a reproduction of the Parthenon.</u>** • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).	***Link to History topic – Ancient Greece*** **WALT: design, create and evaluate a labyrinth.** • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). **WALT: Design and make tragedy masks.** **WALT: Research and design Ancient Greek Footwear.** What was Ancient Greek footwear like? What factors would a Greek sandal designer have to consider. Describe ancient footwear from pictures and text List factors to consider.	**<u>Monet and Impressionism</u>** WALT: Explore what Impressionism is and where and when it began. WALT: To investigate the painting style of Monet and in particular the way in which he captured light reflecting on water. WALT: Explore some of Monet's landscape paintings. WALT: Understand and explore how Claude Monet used light and colour to create impressions of outdoor scenes, painting "en plein air". WALT: Explore Monet's paintings of cities.	**<u>Still Life</u>** **WALT: Understand the use of tones when shading.** • I can look at tonal scales and how they create tones by applying varying pressure with their pencil. • I can look at light sources and different shading techniques such as hatching, circling and stippling. • I can use these techniques to shade in 3D shapes. **WALT: Create a still life picture using shading to create depth.** • I can explore still life arrangements. • I can make observations about where

				Investigate an ancient sandal: **WALT: Make Ancient Greek Footwear.** • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion). **WALT: Evaluate** • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in	WALT: Review the life and work of Claude Monet.	artists have chosen to place objects. • I can create and sketch my own still life arrangements. **WALT: Explore painting techniques to create light and shadow.** • I can practise transferring my understanding of creating tones using pencil, to creating tints, tones and shades using paint. • I can experiment with my mixing skills and try them out on different fruit still life paintings. **WALT: Paint a still life painting.** • I can think about the techniques they have learnt since the first lesson and paint their own

				the decoration of textiles (such as a soft decoration for comfort on a cushion).		still life painting. I can reflect on what I have done well since my first still life painting and what my next steps will be.
French	**La Seconde Guerre Mondiale** Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language.	**Je me presente** **Joyeux Noel (one lesson)** Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	**Les Jeux Olympiques** Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	**Les vetements** Understand basic grammar appropriate to the language being studied (CONJUGATION OF HIGH FREQUENCY VERBS – TO WEAR)	**Les Planetes** • Speak in sentences, using familiar vocabulary, phrases and basic language structures. • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • Present ideas and information orally to a range of audiences. • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	**As tu un animal?** Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Understand basic grammar appropriate to the language being studied (GENDER & ARTICLES)

	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places, things and actions orally and in writing (things and places)		Describe people, places, things and actions orally and in writing. (people, places and things)		• Listen attentively to spoken language and show understanding by joining in and responding. • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. • Read carefully and show understanding of words, phrases and simple writing. • Appreciate stories, songs, poems and rhymes in the language. • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. • Describe people, places, things and actions orally and in writing. • Understand basic grammar appropriate to the language being studied	

					(ADJECTIVAL AGREEMENT)	
Music	**Charanga - Model Music Scheme** **Y4 Term 1: Interesting Time signatures** Tempo: 112 bpm (Moderato, a moderate speed) Time Signature: 4/4 (4 crotchets in every bar) Simple rhythmic patterns using minims, dotted crotchets, crotchets, quavers and their rests Key Signature: C major (no sharps/flats) Simple melodic patterns using the notes C D E signatures	**Charanga – Music Model Y4 Term 2:** **How does music connect us with our past?**	***Charanga - Model Music Scheme*** ***Y4 – Spring 1*** *Developing Pulse and Groove through Improvisation*	**Charanga - Model Music Scheme** **Y5 – Autumn 1** **Getting started with Music Tech**	**Charanga - Model Music Scheme** **Y5 – Autumn 2** **Emotions and Musical styles**	***Charanga - Model Music Scheme*** ***Y5 – Spring 1*** ***Exploring Key and Time Signatures***
RE	**<u>Sikhism</u>** **<u>Key question:</u>** How far would a Sikh go for his/her religion?	**<u>Christianity</u>** **<u>Key question:</u>** Is the Christmas story true?	**<u>Sikhism</u>** **<u>Key question:</u>** Are Sikh stories important today?	**<u>Christianity</u>** **<u>Key question:</u>** How significant is it for Christians to believe God intended Jesus to die?	**<u>Sikhism</u>** **<u>Key question:</u>** What is the best way for a Sikh to show commitment to God?	**<u>Christianity</u>** **<u>Key question:</u>** What is the best way for a Christian to show commitment to God?

PSHE	Being me	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing me
	I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued.	I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are.	I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude.	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure.	I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal.	I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.