



Year 4 Learning Map Overview

English	Reading			Writing		Grammar	Spelling & Word Structure	Handwriting
	Fantastic	Stylistic	Analytics	Genres & Terminology	Purpose & Impact		Using and applying spelling rules into writing	Handwriting and Presentation
<p>Fantastic - feeling Collect a range of evidence to reflect on a character's emotions in certain situations</p> <p>Fantastic - asking Assess the effectiveness of alternatives to the word 'said'</p> <p>Fantastic - noticing Understand that authors use detailed descriptions to enable readers to build vivid mental pictures.</p> <p>Fantastic - touching Decide whether the main characters are 'tactile' through the key action scenes.</p> <p>Fantastic - action Discuss the actions of a character and what they might reveal about them.</p> <p>Fantastic - smelling Infer the writer's intent through references to 'smell' at certain points in a story.</p> <p>Fantastic - tasting Retrieve examples of the sense of 'taste' and deduce how they create particular effects</p> <p>Fantastic - imagining Understand that some characters are secretive about their real thoughts</p> <p>Fantastic - checking</p>	<p>Stylistic - setting Analyse the effectiveness of settings in certain parts of stories.</p> <p>Stylistic - text layout / structure Understand that layout choices by the author are deliberate, explaining why I believe certain decisions were made.</p> <p>Stylistic - yes/no relationships Discuss how a relationship evolves from the beginning of a book to the end.</p> <p>Stylistic - logical meaning-making Compare two texts and explain the similarities and differences. Identify main ideas drawn from more than 1 paragraph and summarising these</p> <p>Stylistic - interrogating facts / opinions Sort facts into most/least significant in both stories and non-fiction.</p> <p>Stylistic - solving problems Identify the central problem of a story and how it is solved.</p> <p>Stylistic - themes</p>	<p>Analytics - author assessment Comment on the success of texts in provoking particular responses.</p> <p>Analytics - navigating genres Identify vocabulary and symbolic features related to text-types.</p> <p>Analytics - accessing phonics and spelling Decode unknown words from roots and spelling patterns.</p> <p>Analytics - language Notice that non-fiction writers use key words for cohesion.</p> <p>Analytics - your opinion Talk with friends about books in an opinionated and extended way, i.e. four or five sentences orally.</p> <p>Analytics - trawling for evidence Locate information confidently, using skills such as text marking.</p> <p>Analytics - inferring and deducting Infer meaning from a text, applying my knowledge of the world.</p> <p>Analytics - considering deeper meaning Recognise that different characters can represent different messages for readers.</p> <p>Analytics - stating prediction Predict what might happen from some implied details (including illustrations).</p>	<p>Genre Mapping Narrative - Science fiction narrative Narrative - Fantasy narrative Narrative - Film narrative Non-fiction - Report Non-fiction - Persuasion Non-fiction - Discussion Non-fiction - Explanation Poetry - Free Verse Poetry - Riddles Poetry - Narrative poetry</p> <p>Vocabulary Use some ORANGE ambitious vocabulary appropriately Make language choices that are interesting and varied</p>	<p>Purpose & Impact: Write whole texts that are interesting, engaging and thoughtful In fiction, ideas are developed in detail using in-depth description In non-fiction ideas are developed in detail using anecdotes, facts and reflections Point of view is maintained throughout the work</p> <p>Purpose & Impact: Produce texts that are appropriate to the reader and purpose Include all the features of a genre/text type appropriately and consistently Create narratives that include intrigue (e.g. suspense, cliff-hangers) or non-fiction that is more complicated (e.g. contrasting ideas, opinions)</p> <p>Structure & Shape: Organise & Present Writing Structure and organise writing with a clear beginning, middle and end</p> <p>Write sentences that are developed on from previous sentences to form a group of connected/ related ideas</p> <p>Start a new paragraph to organise ideas around a theme</p> <p>Structure & Shape: Construct a cohesive piece with logical links and breaks Use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Openings signalled in narrative and non-fiction with content to capture the reader's interest Closings signalled in narrative that is dramatic or link back to opening and in non-fiction is strong/draws conclusions</p> <p>Sentence Structure: Vary sentences for clarity, purpose and effect Use rhetorical questions to heighten reader engagement</p>	<p>Tense Use standard English verb inflections e.g. we were, I did (not we was, I done) Maintain an accurate tense throughout a piece of writing</p> <p>Conjunctions/Complex Sentences Use a widening range of conjunctions accurately including and beyond FANBOYS and ISAWAWUBUB Use more complicated conjunctive adverbs that set up contrast or relationships e.g. nevertheless, despite, however, consequently Use subordinating conjunctions to write complex sentences, which are often correctly punctuated with commas</p> <p>Writerly Techniques: Deploy poetic (within and beyond poetry) style to engage the reader Use the word 'as' to build a simile e.g. the train was as slow as a hearse Use metaphor to create vivid images in the reader's mind</p>	<p>Spelling & Word Structure: Using and applying spelling rules into writing Use knowledge of phonics, morphology and etymology to spell new and unfamiliar words Distinguish between the spelling of common homophones Show through '-s' and punctuation the grammatical difference between plural and possessive Spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.</p>	<p>Handwriting: Handwriting and Presentation Show consistency in style ensuring that the downstrokes of letters are parallel and equidistant Avoid ascenders and descenders touching each other from one line to the next</p>	



	<p>Locate onomatopoeic words/phrases and discuss their impact on the reader</p>	<p>Talk about the central theme of a text and summarise it, e.g. betrayal of loved ones.</p> <p>Stylistic - impact</p> <p>Analyse the effect of certain plot points on the reader</p> <p>Stylistic - characters</p> <p>Recognise how characters are presented in different ways, using text references to justify my responses.</p>		<p>Terminology</p> <p>Determiner</p> <p>Pronoun</p> <p>Possessive pronoun</p> <p>Adverbial</p> <p>Fronted adverbial</p> <p>Phrase</p> <p>Plural and possessive s</p> <p>Verb inflections/ standard English</p> <p>Comma (FA, lists, speech)</p> <p>Reported clause</p> <p>Reporting clause</p> <p>Possessive apostrophes (singular and plural)</p> <p>Modifying adjective</p>	<p>Use more complicated noun phrases (expanded by modifying adjectives, nouns and prepositional phrases e.g. The strict geography teacher with slick, black hair).</p> <p>Editing: Evaluate, Proof-read and edit</p> <p>To proofread confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proofread for spelling and punctuation errors</p>	<p>Adverbs/Adverbial Phrases</p> <p>Use adverbs and adverbials of place e.g. at the seaside,....</p> <p>Use adverbs of manner (how, 'ly') and -ing adverbial phrases in a fronted position in sentences e.g. rushing against the clock, Jack...</p> <p>Use fronted adverbials of time</p> <p>Use more complicated conjunctive adverbs that set up contrast or relationships e.g. nevertheless, despite, however, consequently</p> <p>punctuation: Write with technical accuracy and punctuation</p> <p>Correctly use inverted commas and other punctuation to indicate direct speech (comma after reporting clause; end punctuation within inverted commas, new line etc.)</p> <p>Use apostrophes to mark plural possession e.g. the boys' names</p> <p>Use a comma after a fronted adverbial</p> <p>Punctuate some complex sentences correctly with a comma</p>	<p>To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.</p>	
--	---	---	--	--	---	--	--	--



Maths	Number & Place Value	Addition & Subtraction	Multiplication & Division	Decimals & Fractions	Measurement	Geometry	Statistics
	<p>Represent 4-digit numbers</p> <p>Recognise the value of digits in 4-digit numbers</p> <p>Read and write 4-digit numbers in words and numerals, including zero as a place holder</p> <p>Identify 4-digit numbers on a number line</p> <p>Represent 4-digit numbers on a number line</p> <p>Count in multiples of 25 from zero</p> <p>Count up in multiples of 1000 from any given number</p> <p>Find 1000 more or less than a given number</p> <p>Compare any two 4-digit numbers using < > and =</p> <p>Order 4-digit numbers with different thousands</p> <p>Order 4-digit numbers with the same thousands</p> <p>Round 2-digit numbers to the nearest 10</p> <p>Round 3-digit numbers to the nearest 10</p> <p>Round 4-digit numbers to the nearest 10</p> <p>Round 3 and 4-digit numbers to the nearest 100</p> <p>Round 4-digit numbers to the nearest 1000</p> <p>Count backwards through zero to include negative numbers</p> <p>Read Roman numerals to 100</p>	<p>Add two 4-digit numbers using rounding to the nearest thousand and then compensating</p> <p>Add two 3-digit numbers where the sum exceeds 1000, choosing an efficient mental strategy</p> <p>Subtract ones from 4-digit number (where the hundreds change)</p> <p>Subtract ones from 4-digit number (where the thousands change)</p> <p>Subtract tens from 4-digit number (where the hundreds change)</p> <p>Subtract tens from 4-digit number (where the thousands change)</p> <p>Subtract hundreds from 4-digit number (where the thousands change)</p> <p>Subtract 3-digit number from 4-digit number using rounding to the nearest hundred and then compensating</p> <p>Subtract 4-digit number from a 4-digit number using rounding to the nearest thousand and then compensating</p> <p>Subtract by finding the difference between two 4-digit numbers by counting on</p> <p>Add two 4-digit numbers, no regrouping</p> <p>Use column addition for two 4-digit numbers when regrouping is required in the ones column</p> <p>Use column addition for two 4-digit numbers when regrouping is required in the tens column</p> <p>Use column addition for two 4-digit numbers when regrouping is required in the hundreds column</p> <p>Use column addition for two 4-digit numbers when regrouping is required in multiple columns</p> <p>Use column addition for two 3-digit numbers where the sum exceeds 1000</p> <p>Use column addition for 4-digit and 3-digit numbers when regrouping is required in multiple columns</p> <p>Use column addition for 4-digit and 2-digit numbers when regrouping is required in multiple columns</p> <p>Subtract a 4-digit number from a 4-digit number, no exchanging</p> <p>Use column subtraction for 4-digit numbers when exchanging is required in the tens column</p> <p>Use column subtraction for 4-digit numbers when exchanging is required in the hundreds column</p> <p>Use column subtraction for 4-digit numbers when exchanging is required in the thousands column</p> <p>Use column subtraction for 4-digit numbers when exchanging is required in multiple columns</p> <p>Use column subtraction for 4-digit and 3-digit numbers when exchanging is required in multiple columns</p> <p>Use column subtraction for 4-digit and 2-digit numbers when exchanging is required in multiple columns</p> <p>Use mental strategies to add numbers with 1 dp</p> <p>Use mental strategies to add numbers with 2 dp</p> <p>Use columnar addition for numbers with 2 decimal places with regrouping (carrying) required</p> <p>Use mental strategies to subtract numbers with 1 dp</p> <p>Use mental strategies to subtract numbers with 2 dp</p> <p>Use columnar subtraction for numbers with 2 decimal places with exchanging required</p>	<p>Recall and use division facts for the 7 times table</p> <p>Know and use the effect of multiplying by 0</p> <p>Know and use the effect of multiplying by 1</p> <p>Know and use the effect of dividing by 1</p> <p>Build the 11x table and count in steps of 11 from zero</p> <p>Recall and use multiplication facts for the 11 times table</p> <p>Recall and use division facts for the 11 times table</p> <p>Build the 12x table and count in steps of 12 from zero</p> <p>Recall and use multiplication facts for the 12 times table</p> <p>Recall and use division facts for the 12 times table</p> <p>Use knowledge of factor pairs (commutativity) when multiplying mentally three numbers together, such as $2 \times 6 \times 5 = 10 \times 6 = 60$</p> <p>Multiply 1-digit numbers by multiples of 10 using place value (6, 7, 9)</p> <p>Use the distributive law to multiply a two-digit number by a one-digit number (6, 7, 9)</p> <p>Multiply 2-digit number by a 1-digit number using a formal written method (6, 7, 9)</p> <p>Multiply 1 and 2-digit numbers by 100</p> <p>Multiply 3-digit number by a 1 digit number using a formal written method (regroup ones)</p> <p>Multiply 3-digit number by a 1 digit number using a formal written method (regroup tens)</p> <p>Multiply 3-digit number by a 1 digit number using a formal written method (regroup hundreds)</p> <p>Multiply 3-digit number by a 1 digit number using a formal written method (multiple regroup)</p> <p>Divide multiples of ten by 10</p> <p>Divide multiples of a hundred by 100</p> <p>Use known facts and place value when dividing mentally e.g. $120 \div 6$, $1200 \div 6$, $1320 \div 12$</p> <p>Divide near multiples by 6, 7, 9, 11 and 12 with remainders</p> <p>Divide 3-digit number by a single digit number using partitioning and place value</p> <p>Use written method to divide a 3-digit number by a single digit number (hundreds = multiple of divisor, tens > divisor) with no remainder</p> <p>Use written method to divide a 3-digit number by a single digit number (hundreds > divisor, two exchanges) with no remainder</p> <p>Use written method to divide a 3-digit number by a single digit number (hundreds < divisor) with no remainder</p>	<p>Recognise that hundredths arise from dividing a number (or object) into one hundred equal parts and dividing tenths by ten</p> <p>Read and represent a number with 2 decimal places</p> <p>Count up and down in hundredths</p> <p>Divide a one-digit number by 10</p> <p>Divide a one-digit number by 100</p> <p>Divide a two-digit number by 10</p> <p>Divide a two-digit number by 100</p> <p>Compare numbers with 1 dp</p> <p>Compare numbers with 2dp</p> <p>Order numbers with the same number of decimal places</p> <p>Round numbers with 1dp to nearest whole number</p> <p>Convert between pence and pounds</p> <p>Fractions</p> <p>Add fractions with the same denominator within and beyond one whole</p> <p>Subtract fractions with the same denominator within and beyond one whole</p> <p>Calculate a unit fraction of an amount when the answer is a whole number</p> <p>Calculate a non-unit fraction of an amount when the answer is a whole number</p> <p>Identify equivalent fractions using diagrams</p> <p>Find families of equivalent fractions</p> <p>Know and use the decimal equivalents to $1/4$, $1/2$, $3/4$</p>	<p>Read digital 24-hour clocks and write in words</p> <p>Convert between 12-hour analogue time and 24-hour notation</p> <p>Convert times between 24-hour notation and 12-hour analogue time</p> <p>Convert from hours to minutes</p> <p>Convert from weeks to days</p> <p>Convert from years to months</p> <p>Convert from litres to millilitres</p> <p>Convert from kilograms to grams</p> <p>Convert from kilometres to metres</p> <p>Measurement: Perimeter and Area</p> <p>Measure and calculate the perimeter of 2D shapes when dimensions are unknown</p> <p>Calculate the perimeter of rectangles (including squares) when dimensions are known</p> <p>Calculate the perimeter of other rectilinear shapes when dimensions are known</p> <p>Find the area of rectangles (including squares) by counting squares</p> <p>Find the area of other rectilinear shapes by counting squares</p>	<p>Identify and describe an equilateral triangle</p> <p>Identify and describe an isosceles triangle</p> <p>Identify and describe a scalene triangle</p> <p>Identify and describe a parallelogram</p> <p>Identify and describe a rhombus</p> <p>Identify and describe a trapezium</p> <p>Identify and describe a kite</p> <p>Classify 2D shape</p> <p>Identify lines of symmetry of a 2D shape</p> <p>Identify a line of symmetry of a pattern and for a diagram of a reflection</p> <p>Use a line of symmetry to produce a symmetrical pattern</p> <p>Use a line of symmetry to complete a symmetrical shape</p> <p>Identify acute angles</p> <p>Identify obtuse angles</p> <p>Identify acute angles in shapes</p> <p>Identify obtuse angles in shapes</p> <p>Compare angles up to two right angles in size</p> <p>Order angles up to two right angles in size</p> <p>Geometry: Position and Direction</p> <p>Use coordinates to describe the position of a point in the first quadrant</p> <p>Plot points in the first quadrant using co-ordinates</p> <p>Use coordinates to plot a set of points to construct a polygon</p> <p>Describe movements between positions as translations of a given unit to the left/right</p> <p>Describe movements between positions as translations of a given unit to the up/down</p> <p>Describe movements between positions as translations of a given unit to the left/right and up/down</p>	<p>Interpret bar charts with different scales on the frequency axis</p> <p>Construct a bar chart with different scales on the frequency axis</p> <p>Interpret a time graph</p> <p>Construct a time graph</p>



Science	Working Scientifically Please refer to Working Scientifically Whole School Progression Map – Identifies differentiated levels for LKS2 & UKS2					Biology		Chemistry	Physics	
	Working Scientifically stages for all five areas:	Plan	Act	Record	Evaluate	Animals inc humans	Plants	States of Matter	Sound	Electricity
	Pattern seeking Observing Research Identifying, Classifying and grouping Comparative and Fair Testing	Ask relevant questions and use different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests Given a range of resources, the children decide for themselves how to gather evidence to answer the question Identify the enquiry focus that they have chosen to answer their question. Make predictions based upon prior knowledge.	Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Follow their plan to carry out the specific enquiry skill. Maths Y3 objectives: Create a table to show data. Interpret and construct a pictogram where the symbol represents multiple items	Gather, record, classify and present data in a variety of ways to help in answering questions, sometimes from their own decision Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Interpret their data to generate simple comparative statements based on their evidence. Begin to find patterns and causal relationships Maths Y3 objectives: Interpret data in a table Interpret and construct a bar chart	Report on findings from enquiries, include oral and written explanations, displays or presentations of results and conclusions Answer their own and others' questions based on their recordings. Answers are consistent with the evidence Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identify differences, similarities or changes related to simple scientific ideas and processes Use straightforward scientific evidence to answer questions or to support their findings Identify how they would do it differently if they repeated the enquiry	Describe the simple functions 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	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	Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	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. Recognise that sounds get fainter as the distance from the sound source increases. Find patterns between the volume of a sound and the strength of the vibrations that produced it	Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.



History	Period in Time	Knowledge & Understanding	Chronology Understanding	Historically Enquiry
	Catch Up 2021 – 2022 Only Egyptians Stone Age – linked to life on Earth Victorians Y4 in 2022-2023	Explain how events from the past has helped shape our lives Appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences Know that people who lived in the past cooked and travelled differently and used different weapons from ours Recognise that the lives of wealthy people were very different from those of poor people Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past	Plot recent history on a timeline using centuries Place periods of history on a timeline showing periods of time Use their mathematical skills to round up time differences into centuries and decades	Research two versions of an event and say how they differ Research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings Give more than one reason to support an historical argument Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out
	From 2022 – 2023 Catch up Local study archaeologists Stone Age to Iron Age Anglo Saxons & Vikings 2023 – 2024+ Anglo Saxons & Scots Anglo Saxons & Vikings			

Geography Please refer to Whole School Map Skills Document for a breakdown of skills required when teaching geographical skills.	Geographical Enquiry	Geographical Knowledge	Communicate Geographically	
	Carry out a survey to discover features of cities and villages Find the same place on a globe and in an atlas Label the same features on an aerial photograph as on a map Plan a journey to a place in England Accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)	Locate the Tropic of Cancer and the Tropic of Capricorn Name and locate the Equator Identify key human and physical characteristics of some of the countries in Europe, including Russia Know the difference between the British Isles, Great Britain and UK Know the countries that make up the European Union Identify and explain the counties system in the UK Describe some of the different environmental regions in the countries of Europe Name up to six cities in the UK and locate them on a map Describe the geographical region of some of the main cities in the UK Locate and name some of main islands that surround the UK Name the areas of origin of the main ethnic groups in the UK & in their school	Physical Geography	Human Geography
			Describe the main physical features of a well-known city Describe the main features of a village Describe the main physical differences between cities and villages Use appropriate symbols to represent different physical features on a map	Explain how a locality has changed over time with reference to human features Explain why people are attracted to live in cities Explain why people may choose to live in a village rather than a city Suggest different ways that a locality could be changed and improved Find different views about an environmental issue

Art	Develop Ideas	Master Techniques					Digital Media	Take Inspiration From the Greats	Sketch Books
		Painting	Collage	Sculpture & Textiles	Drawing	Print			
	Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources.	Create all the colours they need Create mood in their paintings Successfully use shading to create mood and feeling	Use ceramic mosaic to produce a piece of art Combine visual and tactile qualities	Experiment with and combine materials and processes to design and make 3D form Begin to sculpt clay and other mouldable materials Use early textile and sewing skills as part of a project	Begin to show facial expressions and body language in their sketches? Can they identify and draw simple objects, and use marks and lines to produce texture Identify and draw simple objects, and use marks and lines to produce texture Organise line, tone, shape and colour to represent figures and forms in movement Show reflections	Print using at least four colours Create an accurate print design Print onto different materials	Present a collection of their work on a slide show Create a piece of art work which includes the integration of digital images they have taken Combine graphics and text based on their research	Experiment with different styles which artists have used Explain art from other periods of history	Use their sketch books to express their feelings about various subjects and outline likes and dislikes Produce a montage all about themselves Use their sketch books to adapt and improve their original ideas Keep notes about the purpose of their work in their sketch books



				Plan, create and evaluate a sculpture	Explain why they have chosen specific materials to draw with				
--	--	--	--	---------------------------------------	--	--	--	--	--

Design & Technology	Design, Make, Evaluate and Improve	Master Practical Skills							Take Inspiration from design throughout history
		Cooking & Nutrition	Materials	Computing	Construction	Textiles	Mechanics	Electricals & Electronics	
	Investigate existing products, including drawing them to analyse and understand how they are made. Develop more than one design. Generate designs with annotated sketches and computer-aided design (CAD) where appropriate. Plan a sequence of actions to make a product. Develop prototypes. Refine work and techniques as work progresses, continually evaluating the product design. Identify strengths and weaknesses of their design ideas, with suggestions on how the product could be improved. Analyse how closely their finished product meets their design criteria and meets the need of the user.		Measure and mark out to the nearest mm. Use and explore complex popups. Create nets.			Join fabrics using a range of stitches with increasing independence. Add further decoration to their work using buttons, beads, sequins etc Use a pattern Sewing skills are becoming more accurate.	Begin to use mechanical systems in their products	Create series circuits	Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques). Improve upon existing designs, giving reasons for choices. Disassemble products to understand how they work.

Computing	Multimedia: Text, Image, Sound and Motion	Handling Data	Technology in Our Lives	Coding and Programming	Online Safety
	I can use the print screen function to capture an image I can select and use a certain area of an image I can zoom in and out on subjects appropriately I can download the video files from the video camera I can use software to capture video for a purpose I can crop and arrange clips to create a short film I can use software to record, create and edit sounds and capture still images I can download and save a recording I can save, retrieve and organise work I can use appropriate keyboard commands to amend text on a device (shortcuts)	Locate the Tropic of Cancer and the Tropic of Capricorn Know the difference between the British Isles, Great Britain and UK Know the countries that make up the European Union Name up to six cities in the UK and locate them on a map Locate and name some of main islands that surround the UK Name the areas of origin of the main ethnic groups in the UK & in their school.	I can use more complex search criteria to narrow down my search I know that not all websites are accurate and can check information using a different site I can make notes from information found on websites to present my findings I know what plagiarism is and when I can use the work of others I can use different layouts and effects (such as text box, columns, tables, borders, background colour) to refine and improve my work I can add a background colour to improve my work I can add slide transitions and animation effects I can use strategies to improve results when searching online	I can write a program, putting commands into a sequence to achieve a specific outcome I can use if...then command within a series of instructions I can test existing programs to see how they could be improved I can write a program for a specific purpose, incorporating features such as inputs, repetition and procedures	I know how and why to keep my personal information private I can display myself appropriately online, e.g. avatar, code name I can act appropriately & respectfully online I know how to deal with cyberbullying I can reflect on my own digital footprint and behaviour online I can demonstrate understanding of age-appropriate websites and adverts I can explain ways to communicate with others online

Music	Play & Perform	Create & Compose	Responding & Appraising	Listening and applying knowledge and understanding
	Use voices expressively I can sing in unison. I can maintain correct pitch and increasing expression. I show some awareness of pitch. Play tuned and un-tuned instruments I can play and perform parts with an increasing number of notes.	Create musical patterns I can create rhythmical and simple melodic patterns that use an increased number of notes. Explore chose and organise sounds and musical ideas I can join layers of sound thinking about musical dynamics and understanding the effect.	Explore and express ideas and feelings about music I can recognise and explore the ways sounds can be combined and used expressively and comment on this effect. To make improvements to my own work I can comment on the effectiveness of my own work by identifying and making improvements based on its intended outcome.	To listen with concentration and recall sounds with increasing aural memory I can listen to and recall patterns of sounds with increasing accuracy. To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures



	<p>I am beginning to show musical expression by changing dynamics.</p> <p>Rehearse and perform with others</p> <p>I can think about others while performing.</p>			<p>I understand how different musical elements are combined and used expressively.</p> <p>To understand that sounds can be made in different ways and described using given and invented signs, symbols and notation.</p> <p>I can understand and begin to use established and invented musical notations to represent music.</p> <p>To know how music is used for particular purposes</p> <p>I can listen to and understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.</p>
--	---	--	--	---

RE	Unit L2.3 What is the 'Trinity' and why is it important for Christians? [God/Incarnation]			Unit L2.7 What do Hindus believe that God is like? [Brahman/atman]			Unit L2.8 What does it mean to be a Hindu in Britain today? [Dharma]		
	Make sense of belief	Understand the impact	Make connections	Make sense of belief	Understand the impact	Make connections	Make sense of belief	Understand the impact	Make connections
	<p>Recognise what a 'Gospel' is and give an example of the kinds of stories it contains</p> <p>Offer suggestions about what texts about baptism and Trinity mean</p> <p>Give examples of what these texts mean to some Christians today</p>	<p>Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live</p>	<p>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.</p>	<p>Identify some Hindu deities and say how they help Hindus describe God</p> <p>Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God</p> <p>Offer informed suggestions about what Hindu murtis express about God</p>	<p>Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali)</p> <p>Identify some different ways in which Hindus worship</p>	<p>Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today</p> <p>Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.</p>	<p>Describe how Hindus show their faith within their families in Britain today (e.g. home puja)</p> <p>Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)</p> <p>Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)</p>	<p>Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean</p> <p>Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)</p>	<p>Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.</p>
	Unit L2.5 Why do Christians call the day Jesus died 'Good Friday'? [Salvation]			Unit L2.6 For Christians, what was the impact of Pentecost? [Kingdom of God]			Unit L2.11 How and why do people mark the significant events of life?		
	Make sense of belief	Understand the impact	Make connections	Make sense of belief	Understand the impact	Make connections	Make sense of belief	Understand the impact	Make connections
	<p>Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live</p> <p>Offer informed suggestions about what the events of Holy Week mean to Christians</p> <p>Give examples of what Christians say about the importance of the events of Holy Week</p>	<p>Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities</p> <p>Describe how Christians show their beliefs about Jesus in worship in different ways</p>	<p>Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.</p>	<p>Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth</p> <p>Offer informed suggestions about what the events of Pentecost in Acts 2 might mean</p> <p>Give examples of what Pentecost means to some Christians now</p>	<p>Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now</p> <p>Describe how Christians show their beliefs about the Holy Spirit in worship</p>	<p>Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.</p>	<p>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean</p> <p>Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today</p>	<p>Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean</p> <p>Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</p> <p>Identify some differences in how people celebrate commitment (e.g.</p>	<p>Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones</p> <p>Make links between ideas of love, commitment and promises in religious and non-religious ceremonies</p> <p>Give good reasons why they think ceremonies of commitment are or are not valuable today.</p>



								different practices of marriage, or Christian baptism)	
--	--	--	--	--	--	--	--	--	--

PE	Health & Fitness	Games	Dance	Gymnastics	Athletics	Outdoor Adventurous Activities
	<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons for warming up and cooling down.</p>	<p>Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.</p> <p>Accurately serve underarm.</p> <p>Use at least two different shots in a game situation.</p> <p>Use hand-eye coordination to strike a moving and a stationary ball.</p> <p>Develop different ways of throwing and catching.</p> <p>Move with the ball using a range of techniques showing control and fluency.</p> <p>Pass the ball with increasing speed, accuracy and success in a game situation.</p> <p>Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.</p> <p>Make the best use of space to pass and receive the ball.</p> <p>Use a range of attacking and defending skills and techniques in a game.</p> <p>Use fielding skills as an individual to prevent a player from scoring.</p> <p>Vary the tactics they use in a game.</p> <p>Adapt rules to alter games.</p>	<p>Compose a dance that reflects the chosen dance style.</p> <p>Confidently improvise with a partner or on their own.</p> <p>Compose longer dance sequences in a small group.</p> <p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs in response to stimuli.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Change parts of a dance as a result of self-evaluation.</p> <p>Use simple dance vocabulary when comparing and improving work.</p> <p>Perform and create sequences with fluency and expression.</p> <p>Perform and apply skills and techniques with control and accuracy.</p>	<p>Create a sequence of actions that fit a theme.</p> <p>Move with clarity, fluency and expression.</p> <p>Show changes of direction, speed and level during a performance.</p> <p>Travel in different ways, including using flight.</p> <p>Improve the placement and alignment of body parts in balances.</p> <p>Use equipment to vault in a variety of ways.</p> <p>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</p> <p>Begin to develop good technique when travelling, balancing and using equipment.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Perform and create sequences with fluency and expression.</p> <p>Perform and apply skills and techniques with control and accuracy.</p>	<p>Confidently demonstrate an improved technique for sprinting.</p> <p>Carry out an effective sprint finish.</p> <p>Perform a relay, focusing on the baton changeover technique.</p> <p>Speed up and slow down smoothly.</p> <p>Learn how to combine a hop, step and jump to perform the standing triple jump.</p> <p>Land safely and with control.</p> <p>Begin to measure the distance jumped.</p> <p>Measure the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p> <p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>Orientate themselves with accuracy around a short trail.</p> <p>Create a short trail for others with a physical challenge.</p> <p>Communicate clearly with other people in a team, and with other teams.</p> <p>Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.</p> <p>Associate the meaning of a key in the context of the environment.</p> <p>Try a range of equipment for creating and completing an activity.</p> <p>Plan and organise a trail that others can follow.</p> <p>Communicate clearly with others.</p> <p>Work as part of a team.</p> <p>Begin to use a map to complete an orienteering course.</p>

PSHE	Being Me in My World	Celebrating Difference	Dreams & Goals	Healthy Me	Relationship	Changing Me
	<p>I can explain why being listened to and listening to others is important in my school community.</p> <p>I can explain why being democratic is important and can help me and others feel valued.</p>	<p>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.</p>	<p>I can plan and set new goals even after a disappointment.</p> <p>I can explain what it means to be resilient</p>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p>	<p>I can recognise how people are feeling when they miss a special person or animal.</p> <p>I can give ways that might help me manage my feelings when missing a special person or animal.</p>	<p>I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>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.</p>



		I can explain why it is good to accept myself and others for who we are.	and to have a positive attitude.	I can identify feelings of anxiety and fear associated with peer pressure.		
--	--	--	----------------------------------	--	--	--

MFL	Speaking Skills	Listening Skills	Reading Skills	Writing Skills	Grammar Skills
	Communicate by asking and answering a wider range of questions, using longer phrases and sentences. Present short pieces of information to another person. Apply phonic knowledge to support speaking (also reading and writing).	Listen for and identify specific words and phrases in instructions, stories and songs. Follow a text accurately whilst listening to it being read.	Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions). Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person	Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).	Understand the concept of gender (masculine, feminine) and which article (definite or indefinite) to use correctly with different nouns. Introduce and use the negative form. Begin to look at what a fully conjugated verb looks like.