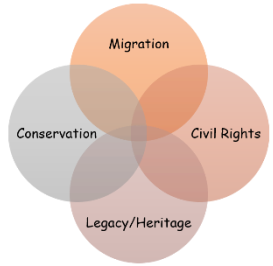
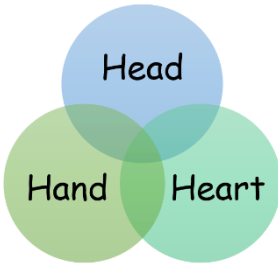
Riversdale Primary School
Medium Term Planning





Year Group	**Year 5**
Term	**Autumn 1**

Learning Overview

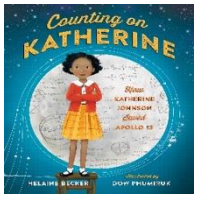
This half term, pupils in Year 5 will be studying Earth and Space in science. As part of this they will develop an understanding of what the Earth, Moon and Sun are, including the different phases of the moon. They will then expand on this, by looking at some of the other planets in our solar system. As part of their study of key scientists, the pupils will look at the how pasts scientists modelled the solar system, compared to our modern understanding. They will build a deeper understanding of the Earth in geography also, where the pupils will take a deeper look at maps by studying ordinance survey maps and six-figure grid references, before zooming out to look longitude and latitude. In addition, the pupils will begin their study of the Kingdom of Benin, which will be their history unit of learning. In this, the pupils will develop an understanding of how the kingdom grew and interacted with other societies, including trade.

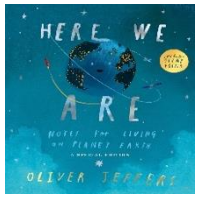
Possible Engaging Starting Points/Hooks

- A trip to the science museum to explore the space exhibits.
- Undertaking a VR Google Expedition into space, for example: a trip to the moon in 1966.

Quality Stimulus Text(s):

- First week themed book
- Counting on Katherine
- Here We Are
- The Little Prince





Significant People Past & Present

• Katherine Johnson (English) • Ptolemy (Science)	• Abu Sa'id al-Sijzi (Science) • Copernicus (Science)	• Oba Ewuare (History) • Oba Esigie (History)	• Oba Orhogbua (History)

Relevant UNCRC Articles
• Article 13: Freedom of expression • Article 14: Freedom of thought, belief, and religion • Article 17: Access to information • Article 28: Right to education

Subject	Consolidating: What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	Head* What substantive KNOWLEDGE should the children learn?	Hand* What disciplinary knowledge and SKILLS should the children learn?	Heart* What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
English:	Year 4: • Text type features of a recount through diary entry. • Text type features of a 1st/3rd person narrative. • Text type features of a non-chronological report. • Recognising and applying the grammatical concepts of: determiner, pronoun, possessive pronoun, adverbial phrase (fronted or otherwise). • Recognising and applying the word structures: - The grammatical difference between plural and possessive. - Standard English forms for verb inflections instead of local spoken forms.	• Explain the format and structure of a diary entry, including increased precision in description, chronology and thoughts/feelings. • Explain the format and structure of a 3rd person narrative, including plot disruption for effect, e.g., flashback. • Recognise a wider range of subordinating conjunctions. • Explain the impact of varying sentence length and type in narrative writing. • Identify and recall the features of science fiction writing. • Explain the format and structure of a non-chronological report, including the importance of formal and technical language.	Pupils to apply grammar, purpose for writing and specific text type features in **Writing to Entertain**: 1. Recount through diary entry based on imagined events for a character selected from Here We Are. 2. 3rd Person Narrative about an astronaut visiting a fictional planet (inspired by The Little Prince). Pupils to apply grammar, purpose for writing and specific text type features in **Writing to Inform**: 3. Non-chronological report about the moon including information about Moon Phases and Katherine Johnson's significance with sending people to the moon. Handwriting: • Write increasing legibly, fluently and with increasing speed through improving choices of which the shape of a letter to use when given choices and deciding whether or not to join specific letters. Composition: • Plan by identifying the audience for and purpose of the writing, and desired impact upon the audience. • Plan by noting and developing initial ideas, drawing on reading where necessary. • Draft and write by selecting appropriate grammar and vocabulary for the desired impact. • Edit own work independently, applying current learning around	• Work collaboratively, listening to one another and sharing ideas. • Enjoying writing and listening to stories. • Building confidence in reading and writing. • Reflect on own writing and set targets for improvement, with support. • Respect the work of others and show empathy when providing feedback.

			spelling, punctuation and grammar.	
Mathematics:	Year 4: • Count in multiples of 6, 7, 9, 25 and 1,000. • Find 1,000 more or less than a given number. • Count backwards through 0 to include negative numbers. • Recognise the place value of each digit in a four-digit number. • Order and compare numbers beyond 1,000. • Identify, represent, and estimate numbers using different representations. • Round any number to the nearest 10, 100 or 1,000. • Solve number and practical problems that involve all of the above and with increasingly large positive numbers. • Read Roman numerals to 100 (I to C). • Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. • Estimate and use inverse operations to check answers to a calculation. • Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. • Recall multiplication and division facts for multiplication tables up to 12 × 12. • Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers.	• Know the place value names (ones, tens, hundreds, thousands, etc.). • Understand that digits represent multiples of powers of 10 based on their position. • Recognise that the value of a digit is determined by its place in the number. • Understand the symbols >, <, and = for comparing numbers. • Explain the pattern when counting in multiples of 10, 100, 1,000, etc. • Know that negative numbers are less than 0. • Understand that moving to the left on a number line represents negative values. • Know the meaning of rounding. • Explain the rules for rounding numbers. • Understand the significance of the digit being rounded and the place value being considered. • Memorise the values of Roman numerals (I = 1, V = 5, X = 10, L = 50, C = 100, D = 500, M = 1000). • Recognise common Roman numeral patterns (e.g., IV = 4, IX = 9, XL = 40). • Understand how to align numbers properly for column addition and subtraction. • Explain the steps for renaming and regrouping • Know strategies for mental addition and subtraction, such as adding tens and then ones. • Understand that rounding helps approximate an answer to a calculation.	Number & Place Value: • Read, write, order, and compare numbers to at least 1,000,000 and determine the value of each digit. • Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000. • Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0. • Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000. • Solve number problems and practical problems that involve all of the above. • Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals. Addition & Subtraction: • Add and subtract whole numbers with more than 4 digits, including using formal written methods. • Add and subtract numbers mentally with increasingly large numbers. • Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. Multiplication: • Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.	• Working collaboratively with partners and in groups. • Using appropriate listening skills and turn taking in group discussion. • Showing empathy and kindness by helping each other to understand. • Knowing that giving your partner the answer is not helpful but explaining it is. • To recognise the value in making mistakes. • To identify the importance of resilience in problem solving. • To find different ways to solve the same problem.

	• Recognise and use factor pairs and commutativity in mental calculations.	• Explain how to use rounding to estimate whether an answer is reasonable. • Recognise keywords that indicate addition or subtraction in word problems (e.g., "sum," "difference"). • Explain how to break down multi-step problems into smaller parts. • Understand that multiples are numbers that a given number can be evenly divided by/the product of a multiplication. • Recognise that factors are numbers that can evenly divide a given number. • Identify that factors can be common to two or more numbers. • Recognise common factor pairs of a number. • Define prime numbers as numbers greater than 1 that have only two factors, 1 and themselves. • Understand that prime factors are the prime numbers that can multiply to give the original number. • Define composite numbers as numbers that have factors other than 1 and themselves. • Recognise prime numbers up to 19. • Determine if a number up to 100 is prime or composite. • Understand that to multiply by 10, 100, 1000 shifts place value. • Define square numbers as numbers that are the result of multiplying a number by itself. Define cube numbers as numbers that result from multiplying a number by itself twice. • Recognise the notation for squared (^{2}) and cubed (^{3}) numbers.	• Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. • Establish whether a number up to 100 is prime and recall prime numbers up to 19. • Multiply whole numbers by 10, 100 and 1,000. • Recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3}).	

		• Understand the meaning of the equals sign as representing a balance between two expressions.		
Science:	Year 1: • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies. Year 4: • Consider their prior knowledge when asking questions. • Independently use a range of question stems. Where appropriate, they answer these questions. • Answer questions posed by the teacher. • Given a range of resources, decide for how to gather evidence to answer the question. • Recognise when secondary sources can be used to answer questions that cannot be answered through practical work. • With support, decide how to record and present evidence. • Answer own and others' questions based on information gained from secondary sources. • With support, check answers are consistent with evidence. • Interpret data to generate simple comparative statements based on evidence. • Begin to identify naturally occurring patterns and causal relationships. • Draw conclusions based on evidence and current subject knowledge. • Communicate findings to an audience both orally and in writing, using appropriate scientific language.	Earth & Space: • The Sun, Earth and Moon are approximately (roughly) spherical objects. • The Sun is a star at the centre of our Solar System which provides us with light and heat. • The Earth is the planet we live on. It is considered special because it has the right conditions to sustain life. • The Earth rotates on its axis, an imaginary line between the North to the South Pole. • The rotation takes about 24 hours. • Light travels in straight lines from the sun. • As the Earth rotates, the side facing the Sun has light reaching it (the day), while the other side is in shadow (the night). • The Moon takes 28 days to complete its orbit of the Earth. • As it orbits around the Earth, it appears to change shape, but it is always a sphere. Each shape is called a phase. • The Moon's phases are caused by its changing position relative to the Sun and Earth. • The solar system includes the Sun, eight major planets (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune), as well as other objects. • Pluto was reclassified as a "dwarf planet" in 2006 and is not considered a major planet anymore. • The geocentric model believed Earth was the centre of the universe, while the heliocentric	Ask Questions: • Recognise how secondary sources can be used to answer questions that cannot be answered through practical work. • Given a wide range of resources decide for themselves how to gather evidence to answer a scientific question. • Independently ask scientific questions to developed understanding following an enquiry. Enquiry: • Look for patterns and relationships using a suitable sample. Record/Present: • Decide how to record and present evidence. • Record observations, for example: using annotated photographs, videos, labelled diagrams, observational drawings, labelled scientific diagrams or writing. Conclusions: • Answer own and others' questions based on information gained from secondary sources. • Talk about how new discoveries change scientific understanding. Communicate: • Communicate findings to an audience using relevant scientific language and illustrations.	Values: Value, Reflect, Empathy, individuality, Respect, • Emphasise the value the Earth, Sun, and Moon as important components of our universe. • Prompt students to reflect on the significance of the Sun's role in providing energy for life on Earth. • Discuss how people around the world experience day and night differently due to Earth's rotation, including the difficulties where there is consistent light/darkness. • Emphasise the value of observation and curiosity in understanding natural phenomena like the Moon's phases. • Prompt students to reflect on how the Moon's movement affects its appearance from Earth. • Consider the diversity of planets in our solar system and their unique characteristics. • Discuss the importance of the Earth and its unique characteristics that support life. • Encourage respect for historical viewpoints and scientific progress, recognising that knowledge evolves over time. • Prompt students to reflect on the importance of questioning and investigating ideas about the solar system. • Discuss how different historical models were developed based on the knowledge and technology available at the time.

		model proposed the Sun as the centre, supported by observations and understanding of planetary motion. *Vocabulary:* *spherical, star, orbit, Moon, moon, planet, axis, phase, Solar System, solar system*		
Art:	Year 4: • Use a sketchbook to collect and record visual information from different sources as well as experimentations/ planning/trying out ideas for future works. • Express thoughts and feelings about their own work and that of others through annotation. • Use a sketchbook to make notes on how they would adapt and improve their work. • Discuss and review own and others work, expressing thoughts and feelings, supported by their views with their knowledge or artists and techniques. • Reflect and explain the successes and challenges in a piece of art they have created. • Identify changes they might make or how their work could be developed further. • Explore a wider range of great artists and designers, making detailed comparisons with clear links to their own work. • Draw for a sustained period of time. • Explore drawing more complex shapes and forms, e.g. cylinders, cones, pyramids and spheres. • Begin to show that objects have a third dimension, e.g. through two-point perspective. • Experiment with more complex compositions including middle	• Accurate proportions are used when drawing something real/realistic. • Changing proportions can help to create a sense of exaggeration. • Perspective techniques create depth and dimension in drawings. • They can also be used to support with scale and proportion. • Coloured pencils allow layering of colours to create depth through shades, tones, and tints. • Blending techniques such as layering or burnishing help to soften the transitions between tones. • Viewfinders aid composition and support with developing detail. • The grid method helps us to break up a drawing into smaller, more manageable parts. *Vocabulary:* *observational drawing, three-dimensional, perspective, tonal contrast, detail, scale, proportion, viewfinder*	Exploring & Developing Ideas: • Use a sketchbook to collect and record visual information from different sources as well as experimentations/ planning/trying out ideas for future works. • Use a sketchbook to make notes on how they can adapt and improve their work, throughout the creative process. • Express thoughts and feelings about their own work and that of others through clear and well explained annotations. Responding to Art: • Reflect on own work identifying modifications that can be made, in relation to styles and approaches to develop this further. • Discuss and review own and others work, expressing thoughts and feelings with clear explanations that are supported by their knowledge or artists and techniques. Drawing • Apply different techniques learnt for different purposes. • Confidently compose drawings building on prior knowledge. • Work from a variety of sources including observation, photographs and digital images. • Begin to develop an awareness of scale and proportion. • Develop perspective in their drawing through one-point or two-point perspective.	Values: Value, Share, Empathy, Individuality, Reflect • Recognise the value of previously learnt knowledge and how we can make improvements as we mature in these techniques. • Share creative perspectives on how to compose a drawing for maximum impact. • Take value in a new drawing technique and how it can help us observe detail and correct perspectives in our drawings. • Consider the emotions evoked by different tones and textures. • Explore preferences in using mixed media to enhance tonal contrast and texture. • Discuss own work with peers and identify how a small section of work can be enhanced. • Show kindness and care when providing peer feedback. • Consider the feedback provided and how this can be applied to improve own work. • Express how a piece of work has been improved and justify the decisions made.

	ground, horizon line, focal points and movement. • Use different grades of pencils and other drawing implements to achieve variation in tone. • Experiment with different shading techniques including hatching and cross hatching, stippling, scribbling and circling. • Create accurate drawings from observation, including photographs.		• Work in a sustained and independent way to create a detailed drawing. • Develop close observation skills using a variety of View finders.	
Computing: **First Week of Autumn**	Year 4: • To understand why some results come before others when searching. • To understand that information found by searching the internet is not all grounded in fact. • To understand some of the methods used to encourage people to buy things online. • To understand that technology can be designed to act like or impersonate living things. • To understand that technology can be a distraction and identify when someone might need to limit the amount of time spent using technology. • To understand what behaviours are appropriate in order to stay safe and be respectful online. • Make judgements about the accuracy of online searches. • Identify forms of advertising online. • Reflect on the positives and negatives of time online. • Identify respectful and disrespectful online behaviour. • Recognise information on the internet that may not be true or correct and that some sources are more trustworthy than others.	Kapow Computing Scheme: Online Safety: • Identifying possible dangers online and learning how to stay safe. • Explain the pros and cons of online communication. • Recognise that information on the internet might not be true or correct. • Identify ways of checking validity. • Know what bullying is and that it can occur both online and in the real world. • Explain what to do if they experience bullying online. • Understand that passwords need to be strong and that apps require some form of passwords. *Vocabulary:* *accurate, advice, app, application, app permissions, biography, bullying, communication, emojis, health, in-app purchases, information, judgement, meme, mental health, mindfulness, negative contribution, online, online communication, opinion, organisation, password, personal information, positive contribution, real world, strong password, summarise, support, trusted adult, well-being*	Online Safety: • Recognise different types of online communication • Go to a responsible adult if they need help with any communication matters online. • Search for simple information about a person, such as their birthday or key life moments. • Recognise when health and wellbeing are being affected in either a positive or negative way through online use. • Offer a couple of advice tips to combat the negative effects of online use.	Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy • Respecting others' privacy and personal boundaries online. • Using respectful language and behaviour in digital communications. • Respect the uniqueness of each individual's online presence and the importance of expressing oneself while staying safe. • Create strong, unique passwords and usernames to protect personal accounts. • Explore the value of personal information and the potential consequences of sharing it recklessly. • Address the risks and benefits of sharing personal information with others on the internet. • Reflect on online activities and interactions to identify risks. • Be responsible when sharing content online, including images, videos, and personal information. • Know the consequences of oversharing and how to set appropriate boundaries. • Know that online platforms can promote democratic discussions.

				• Aspire to be positive digital citizens who contribute positively to online communities. • Promote online empathy and kindness, in our actions. • Address cyberbullying – be an upstander!
Computing **Remainder of Autumn 1**	Year 4: • Understanding that computer networks provide multiple services, such as the World Wide Web, and opportunities for communication and collaboration. • Use online software for documents, presentations, forms and spreadsheets. • Using software to work collaboratively with others. • Understanding that software can be used collaboratively online to work as a team. • Recognising what appropriate behaviour is when collaborating with others online. • Using tablets or digital cameras to film a weather forecast. • Understanding that weather stations use sensors to gather and record data which predicts the weather. • Using keywords to effectively search for information on the internet. • Searching the internet for data. • Designing a device which gathers and records sensor data. • Recording data in a spreadsheet independently. • Sorting data in a spreadsheet to compare using the 'sort by…' option. • Understanding that data is used to forecast weather.	Kapow Computing Scheme Mars Rover (Lessons 1, 2 and 4 Only): • Mars Rover is a motor vehicle that collects data from space by taking photos and examining rock samples. • What numbers using binary code look like and be able to identify how messages can be sent in this format. • RAM is Random Access Memory and acts as the computer's working memory. • What simple operations can be used to calculate bit patterns. Vocabulary: *8-bit binary, addition, ascii, binary code, Boolean, byte, CPU, data, data transmission, decimal numbers, discovery, distance, hexadecimal, input, mars rover, the moon, numerical data, output, planet, radio signal, ram, scientist, sequence, signal, simulation, space, subtraction*	• Learning that a separate computer can program external devices. • Recognising how the size of RAM affects the processing of data. • Learning the vocabulary associated with data: data and transmit. • Recognising that computers transfer data in binary and understanding simple binary addition. • Relating binary signals (Boolean) to the simple character-based language, ASCII. • Learning that messages can be sent by binary code, reading binary up to eight characters and carrying out binary calculations. • Understanding how data is collected in remote or dangerous places. • Understanding how data might be used to tell us about a location. • Learn about different forms of communication that have developed with the use of technology.	Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy • Discuss the ethical use of information and the significance of giving credit to the creators. • Emphasise the value of accurate and reliable information when conducting research online. • Discuss the importance of responsible use of technology and the trustworthiness of information sources. • Reflect on the reliability of information found online and the potential biases of sources. • Discuss the impact of technology on society, fostering critical thinking and reflection. • Discuss the concept of sharing information online responsibly and ethically. • Discuss how technology, including the Mars Rover, represents human aspirations for exploration and discovery. • Encourage a positive and respectful online environment where love and kindness prevail. • Discuss the impact of technology on communication and encourage empathy in online interactions. • Explore how data collected from remote or dangerous places can lead to a better understanding and empathy for different environments.

DT:	Year 2: • Identify wheels and axles in context, e.g. skateboard or wheelbarrows, and explain how they work. • Use correct vocabulary to describe wheels and axles and how they move, e.g. free and fixed axles. • Explore how different size wheels and axle placement affect movement. • Recognise that friction can impact the movement of the wheel. Year 3: • Understand that mechanical systems have an input, process and an output. Year 4: • Evaluating Existing Products: - how well products have been designed, - who designed and made the products, - where products were designed and made, - when products were designed and made, - whether products can be recycled or reused, - how well products have been made, - why materials have been chosen, - what methods of construction have been used, - how well products work, - how well products achieve their purposes, - how well products meet user needs and wants. • Work within a range of contexts, such as the home, school, leisure, local community, culture, and enterprise. • Describe the purpose of their products.	Cam Mechanism Toys (Lessons 1 – 3): • A cam turns rotary motion into linear motion. • This movement (called reciprocating motion) is repeated and in a straight line. • A crank is used to turn an axle which turns the cam. • The outer edge of the cam is in contact with a follower. As the cam rotates, it pushes the follower. • The movement of the cam causes the follower to move in a direction that is different to that of the cam. • Cams come in different shapes and sizes. Each shape determines the movement of the follower. • Toys with cam mechanisms need sturdy frameworks to support the moving parts. • Adding support structures like braces to frames can strengthen the toy's overall stability. *Vocabulary:* *crank, axle, cam, follower, motion, rotary, linear, force, framework, exploded diagram*	Mechanisms: • Confidently use appropriate vocabulary for tools, materials and their properties. • Explain how simple cams mechanisms work using appropriate vocabulary e.g. input and output. • Recognise that cam mechanisms consist of a crank, follower, cam, frame and axle. • Experiment with different cam shapes and how these affect movement. • Know that the crank uses a circular motion to create a reciprocating linear movement. • Identify familiar objects that use cams mechanisms to make them work. • Investigate ways of using cam mechanisms in combination with other materials to create a product. Designing: • Clearly describe the purpose of their products. • Indicate the design features of their products that will appeal to intended users, with clear reasoning. • Explain how particular parts of their products work. • Carry out research, using surveys, interviews, questionnaires and web-based resources. • Identify the needs, wants, preferences and values of particular individuals and groups. • Develop a simple design specification to guide their thinking. • Use exploded diagrams to develop and communicate their ideas. • Generate innovative ideas, drawing on research.	Value: Respect, Individuality, Aspire, Value, Entrust • Fosters respect for engineering and technological advancements by helping pupils understand the fundamental mechanisms that drive machines. • Encourage individuality and the aspiration to innovate by allowing pupils to design unique toys that reflect their personal creativity and ideas (within the design specification). • Emphasise the value of quality workmanship and entrust pupils with the responsibility of building robust structures to support their mechanisms.

	• Indicate the design features of their products that will appeal to intended users. • Explain how particular parts of their products work. • Gather information about the needs and wants of particular individuals and groups. • Develop their own design criteria and use these to inform their idea. • Share and clarify ideas through discussion. • Model their ideas using prototypes and pattern pieces. • Use annotated sketches and cross-sectional drawings to develop and communicate their ideas. • Generate realistic ideas, focusing on the needs of the user. • Make design decisions that take account of the availability of resources.		• Share and clarify ideas through discussion. • Model their ideas using prototypes and pattern pieces. Evaluating: • Existing Products: - how well products have been designed, - what impact products have beyond their intended purpose, - how well products have been made, - why materials have been chosen, - what methods of construction have been used, - how well products work, - how well products achieve their purposes, - how well products meet user needs and wants. • Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make.	
Geography:	Year 4: • Name and locate the Equator, Northern and Southern Hemisphere. • Locate the Topic of Cancer and the Tropic of Capricorn. • Name and locate the three climate zones of the world: Polar, Temperate and Tropical. • Compare geographical regions using topographical features and land use patterns describing how some of these aspects have changed over time. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. • Start to explain the effectiveness of different geographical	A Long-Haul Journey (Lessons 1 – 3): • OS maps are specifically for navigation, outdoor activities and land use planning. • Ordnance Survey maps are scaled to represent real-world distances. • The space between contour lines of an area can tell how steep or flat the land is. • Six-figure grid references are more precise than four-figure grid references. • Latitude measures north and south of the Equator. The Equator is at 0° latitude. • Longitude measures east and west of the Prime Meridian (0° longitude).	Interpret a Range of Sources: • Analyse and explain views on the effectiveness of different geographical representations e.g., aerial view and topological maps. • Establish whether the geographical questions posed, the methods used, and the answers found are valid. Communicate Geographical Information: • Find possible answers to their own geographical questions. • Choose the best way to collect information needed and decide the most appropriate units of measure. Mapwork: • Use eight points of a compass, four figure grid reference, ordnance survey maps (physical	Value: Reflect, Individuality, Value • Understanding ordinance survey maps encourages students to reflect on the detailed representation of geographical features and how maps can provide insight into our world. • Learning six-figure grid references emphasises the importance of precision and personal responsibility in locating specific places. • Understanding these coordinates fosters a greater appreciation for global positioning and spatial awareness.

	representations e.g., aerial view and topological maps. • Using a range of maps, including digital maps, to locate a range of given countries. • Use map symbols. • Accurately plot North, East, South, West on a map. • Use eight points of a compass, symbols, and keys to communicate knowledge of the UK and the wider world. • Begin to use four figure grid references.	• Latitude and longitude create a grid on the Earth that helps to pinpoint exact locations. *Vocabulary:* *Ordinance Survey (OS), contour lines, longitude, latitude*	and digital) and symbols to communicate geographical knowledge. • Use and create grid references to locate on a map. Locational Knowledge: • Use longitude, latitude, coordinates to locate on a map. • Name and locate a wide range of countries on a world map, including within Europe.	
History:	Year 4: • An empire is kingdom that rules over many lands and people. • Empires grow by taking over land, people and their resources. • A civilization is a very advanced and organised society with its own culture. • Civilizations grown using the resources in their own lands. • Different civilizations lived at the same time across the world. • Summarise the main events from a period of history and place them in order. • Accurately sequence several events, artefacts, and/or historical figures on a timeline. • Understand that some historical events/periods occurred concurrently in different locations. • Begin to develop a chronologically secure knowledge of local, national and global history, including significant dates. • Understand that timelines can be divided into BCE and CE using words and phrases: century, decade, BCE, CE, after, before, during.	The Kingdom of Benin (Lessons 1 – 3): • The Kingdom of Benin was a sophisticated kingdom that began around 900 AD. • It was situated in present-day Nigeria in West Africa. • The Benin people were skilled artisans known for their bronze and ivory artwork. • The Benin society had a hierarchical structure with the Oba at the top. • Benin was a significant trading power in West Africa. • Goods were exchanged for imported commodities such as textiles, beads and firearms. **Significant People:** Oba Ewuare: • Introduced hereditary succession. Oba Esigie • Expanded his kingdom eastwards to form an empire. • Encouraged trade with Europe. Oba Orhogbua • During his reign, the empire reached its largest size. *Vocabulary:*	Chronology: • Establish clear narratives within and across the periods studied. • Chronologically summarise the main events from a time period, with relation to specific historical concepts (e.g. Change and Continuity/Cause and Consequence etc.) • Continue to develop a chronologically secure knowledge and understanding of British, local and world history. Similarities and Differences: • Describe the most significant features of past societies and periods. • Describe similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. Cause and Consequence: • Identify a range of causes of major events in history. • Begin to analyse the reasons for, and results of these historical events, including long-term changes in society. Using Sources for Enquiry:	Values: Reflect, Respect, Value • Reflect on the concept of a pre-colonial society, and the impact this would have had on Benin. • Show respect for different communities and the communal activities that families and leaders take part in. • Value the resources and culture from Benin, shared with Europe and the wider world through trade.

	• Recognise that BCE is sometimes referred to as BC and CE is sometimes referred to as AD. • Recognise the difference between primary and secondary sources. • Using a range of sources, to find out about a period. • Use evidence to build up a picture of a past event. • Observe the small details when using artefacts and pictures. • Identify some key features of past societies and periods. • Identify similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. • Explain the impact of an event (including people's actions) on society within a time period. • Recognise significant people from historical sources/accounts. • To know that significant archaeological findings are those which change how we see the past. • Identify some significant features of the past, including ideas and beliefs. • Discuss the significance of particular people and events and the impact they had on society, including Britain, using simple evidence to support reasoning.	*Nigeria, Oba (king), artefact, legacy, ivory, hierarchy, culture, trade*	• Using a range of sources to find out about a particular aspect of the past. • Know that the most reliable sources are primary sources which were created for official purposes. Historical Significance: • Describe the significant features of the past, including ideas, beliefs, attitudes and experiences of men, women, and children. • Describe the social and cultural significance of a past society, for example their impact on Britain, using evidence to support reasoning.	
Music:	Year 4: • Explaining their preferences for a piece of music using musical vocabulary. • Recognising the use and development of motifs in music. • Identifying gradual dynamic and tempo changes within a piece of music.	Kapow Music Scheme Musical Notation: • Simple pictures can be used to represent the structure (organisation) of music. • A slow tempo and a minor key (pitch) can be used to make music sound sad. • In written staff notation, notes can go on or between lines, and that	• Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. • Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.	Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy • Respect different musical traditions, genres, and cultures. • Appreciate the skills and efforts of their peers and musicians. • Respect for the instruments and equipment used in music-making.

	• Identifying common features between different genres, styles and traditions of music. • Recognising, naming and explaining the effect of the interrelated dimensions of music. • Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. • Using musical vocabulary to discuss the purpose of a piece of music. • Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. • Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • To know that 'performance directions' are words added to music notation to tell the performers how to play. • Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. • Composing a coherent piece of music in a given style with voices, bodies and instruments. • Beginning to improvise musically within a given style using an instrument. • Developing melodies using rhythmic variation, transposition, inversion, and looping. • Creating a piece of music with at least four different layers and a clear structure. • Offering constructive feedback on others' performances. • Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a	the lines show the pitch of the note. *Vocabulary:* *Accuracy, backing track, balance, composition, control, crotchet, dotted minim, ensemble, expression, features, fluency, lyrics, minim, minor key, notation, parts, pitch, pitch notation, quaver, repeating, rhythm, semibreve, sheet music, staff notation, stave, structure, tempo, tune, tuned percussion, unison, vocal warm-ups*	• Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). • Improvising coherently within a given style. • Using staff notation to record rhythms and melodies. • Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. • Suggesting and demonstrating improvements to own and others' work. • Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. • Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. • Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.	• Express individual creativity through music composition and performance. • Explore different instruments and musical roles. • Value the contributions of various musicians and composers to the world of music. • Maintain individual responsibilities in group performances, ensemble rehearsals, and collaborative projects. • Lead, make decisions, and contribute to the musical process. • Engage in reflective practices after performances, analysing what went well and areas for improvement. • Reflect on the historical and cultural contexts of different musical pieces. • Share musical talents and skills through performances. • Share ideas, insights, and responsibilities. • Set musical goals, whether related to technique, theory, or performance. • Aim for higher levels of musical proficiency and expression. • Develop a love for music through exposure to various genres and styles. • Nurture emotional connections to music and express and interpret emotions through performance. • Develop empathy by understanding the emotions conveyed in different pieces. • Listen to and understand each other in teamwork.

	developing sense of expression including control of subtle dynamic changes. • Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. • Playing syncopated rhythms with accuracy, control and fluency. • Singing and playing in time with peers with accuracy and awareness of their part in the group performance.			
PE:	Year 4: • Movement into space: Explain how to utilise the space effectively. • Team Games: Identify how to work tactically as a team and the importance of this. • Understand the rules associated with Netball and/or Football.	• Identify tactics that help to keep possession of the ball. • Explain way to send and receive with control in games. • Define the terms speed, agility and coordination.	• Identify and use tactics to help their team keep the ball and take it towards the oppositions try-line. • Close down opponents with the ball and help each other in defence. • Carry out warm up activities that use exercises that relate to invasion games. • Suggest ideas and practices to make them better.	Values: Respect, Value, Entrust, Reflect, Share, Democracy, Aspire, Empathy • Carry out activities to improve their work and understand why they are useful. • Come up with and share sensible solutions, given time to think about their actions. • Work collaboratively to improve individual and team member skills, showing aspiration. • Value the efforts of others and show empathy when providing peer-assessment/feedback. • Entrust each other to be kind and supportive, showing good sportsmanship. • Show resilience when receiving feedback and reflect on how this can be used.
RE:	Year 3 & 4: • Describe a few things that a believer might learn from a religious story. • Talk about some of the things that are the same for religious people. • Briefly describe some similarities and differences between religions. • Describe some religious sources and explain that these teachings affect religious groups.	• Define the term marriage. • Give reasons why people get married. • Explain the difference between an arranged married and a love marriage. • Describe what happens at a Christian wedding. • Describe what happens at a Hindu wedding.	Learning about Religion & Beliefs: • Describe some reasons for why people belong to religions. • Explain how similarities and differences between religions can make a difference to the lives of individuals and communities. • Use a wider religious vocabulary. • Begin to suggest reasons for similarities and differences in the answers given to moral questions.	Values: Respect, Individuality, Value, Love • Respect that different religions have different celebrations and ceremonies. • Respect that not all people have religious beliefs but may wish to have celebrations/ceremonies such as weddings. • Value positive relationships, regardless of the type.

	• Use the right religious words to describe and to briefly compare different practices and experiences. • Compare some of the things that influence them with those that influence others. • Ask important questions about life and compare their ideas with those of other people. • Ask questions about the meaning of life and about identity. • Begin to link things that are important to them and other people with the way people behave. • Begin to give opinions with reasons and references to some sources of wisdom, such as inspirational people. • Ask questions about moral decisions, and suggest some solutions based on sources of wisdom.	• Investigate what happens at a Buddhist wedding. • Explain why non-religious people choose to get married.	• Begin to explain how religious sources are used to provide answers to moral questions. • Say what religions teach about some of the big questions of life and begin to use more sources to explain different views. Learning from Religion & Beliefs: • Give own views and describe the views of others on questions about identity and the meaning of life. • Use brief reasons and some references to sources of wisdom, such as inspirational people. • Begin to express much clearer opinions on matters of religion and belief and use some examples to support their views.	• Show love for each other. • Understand the concept of declaring and sharing love with close friends and family.
RSE:	Year 4: • What strengths, skills and interests do we have? • How do we treat each other with respect? • How can we manage our feelings? • How will we grow and change? • How can our choices make a difference? • to others and the environment? • How can we manage risk in different places?	• How to recognise and respect similarities and differences. • Between people and what they have in common with others. • That there are a range of factors that contribute to a person's identity. • How individuality and personal qualities make up someone's identity. • About stereotypes and how they are not always accurate and can negatively influence behaviours and attitudes towards others. • How to challenge stereotypes and assumptions about others.	Health and Wellbeing: • Identify aspects of a person's identity. • Develop personal attributes and qualities. • Identify similarities and differences. • Respect individuality. • Challenge stereotypes.	Values: Respect, Individuality, Value, Reflect, Love, Empathy • Appreciate each person's individuality and celebrate difference. • Respect other people's individuality and worth. • Have empathy for all people, understanding that we all form part of humanity. • Value each person's uniqueness and that people cannot be placed into categories based on particular characteristics.
Spanish:	Year 4: • To identify sounds created by linking some of the key phonemes	Kapow Spanish Scheme: Describing Family and Friends in Spanish: Grammar	Language Comprehension: • Listening and selecting information from short audio passages to give an appropriate response.	• To feel confident to speak Spanish. • Appreciate similarities and differences between languages and cultures.

	(ai, ei , oi, ui, au, eu, ia, ie, io, iu, ua, ue, uo). • To know that when talking about a singular noun in Spanish we use the definite article el for masculine singular nouns, and la for feminine singular nouns. • To know that when talking about a plural noun in Spanish we use the definite article los for masculine plural nouns and las for feminine plural nouns. • To know how to find the gender of a noun by looking it up in the dictionary where Spanish nouns are followed by a gender indicator. • To know that the ending of an adjective often changes according to the gender of the noun it describes. • To know that a few adjectives can be positioned in front of the noun in Spanish. • To know that the infinitive of a verb in Spanish. • Listening and responding to full sentences. • Following a short text or rhyme, listening and reading at the same time. • Recognising some familiar Spanish words when written in a short phrase. • Identifying and discussing cognates and beginning to explore various language detective strategies. • Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. • Using contextual clues and cues to gist and make predictions about meanings.	• To know that plural nouns referring to nouns of mixed gender always take the masculine form. • To know whether to use the pronouns el – he, or ella – she (or the gender-neutral pronoun elle) when describing someone. • To know that the ending of verbs changes according to the subject. • To know how to form the first three persons of the verb tener – to have, llamarse – to be called, vivir – to live, and gustarse – to like. • To know that there is no possessive apostrophe in Spanish but that to say 'my mother's father' the Spanish would say el padre de mi madre – the father of my mother. *Vocabulary:* *Hermano, hermana, se llama, vive, tiene, le gusta, este/esta, ¿Tienes hermanos?*	• Identifying key information in simple writing. • Using a range of language detective strategies to decode new vocabulary. Language Production: • Forming a question in order to ask for information. • Speaking in full sentences using known vocabulary. • Speaking and reading aloud with increasing confidence and fluency. • Adapting model sentences to express different ideas. • Writing a short text using a model or scaffold. • Using adapted phrases to describe a person.	• Respect pronunciation and the importance of accuracy in communicating in different languages. • Reflect on own progress and aspire for highest quality possible.

	• Recognising and answering simple questions which involve giving personal information. • Beginning to form opinion phrases. • Using a variety of conversational phrases. • Listen to songs and rhymes in the target language(s), repeating sounds and phrases to develop pronunciation and intonation. • Beginning to notice common spelling patterns. • Using a model to form a spoken sentence. • Beginning to adapt phrases from a rhyme/song. • Listening and repeating key phonemes with care. • Recognising that sounds and spelling patterns can be different from English. • Recognising how intonation and gesture are used to differentiate between statements and questions. • Discussing strategies for remembering and applying pronunciation rules. • Building confidence by repeating short phrases with increasing accuracy. • Introducing self to a partner with simple phrases. • Rehearsing and performing a short role-play. • Selecting and writing short words and phrases. • Making short phrases or sentences using word cards. • Using different adjectives with a singular noun, with correct positioning and agreement. • Choosing appropriate adjectives from a wider range of adjectives.			

*Links to Curriculum Themes: Migration, Civil Rights, Conservation, Legacy/Heritage