Year 4 & 5 - Annual Cycle A - Summer Term		
	1st ½ term	***2nd ½ term***
Topics	Wonderful Water	
Subject	**Content Overview**	
English Focus	Writing to entertain *Poetry *Diaries *Writing from a first person perspective Writing from different viewpoints	Writing to discuss *Write discussions and debate issues surrounding water conservation, flooding and water safety
Maths links	Year 4 *Decimals *Measurement money and time *statistics *Property of shape *Position and direction	Year 5 *Decimals *Property of shape *Position and direction *converting units *Volume
Science	States of Matter	Materials
History	NONE THIS TERM	
Geography	Water	
A & D	Hokosai collage	3D sculpture
D & T	Mechanisms Mechanical Posters	
R.E.	What does it mean to be a Hindu in Britain today?	What can we learn from religions about deciding what is right or wrong?
Music	Composing	
P.E.	Swimming	Athletics
Computing	Internet research and web design Using and applying	
MFL	Je suis le musicien	A la mode
PSHE/RSE	Health and Wellbeing	

Subject – English. Summer 1 – Writing to entertain Summer 2 – Writing to discuss	
Curriculum Coverage	**Pupils should be taught to: Year 4 Year 5 (including year 4 statements above)** plan their writing by: • **identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own** • **noting and developing initial ideas, drawing on reading and research where necessary** • **in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed** • **discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar** • **discussing and recording ideas** draft and write by: • **selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning** • **in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action** • **using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]** • **composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)** • **organising paragraphs around a theme** • **in narratives, creating settings, characters and plot** • **in non-narrative material, using simple organisational devices [for example, headings and sub-headings]** evaluate and edit by: • **assessing the effectiveness of their own and others' writing** • **proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning** • **ensuring the consistent and correct use of tense throughout a piece of writing** • **ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register** • **proof-read for spelling and punctuation errors** • **assessing the effectiveness of their own and others' writing and suggesting improvements** • **proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences** • **proof-read for spelling and punctuation errors** • **read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.** Handwriting • **use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined** • **increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].** • **write legibly, fluently and with increasing speed by:** • **choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters** • **choosing the writing implement that is best suited for a task.** Reading • **apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet** • **read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.** • **develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks** • **reading books that are structured in different ways and reading for a range of purposes** • **using dictionaries to check the meaning of words that they have read** • **increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally** • **identifying themes and conventions in a wide range of books**

	• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] • understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views. SPaG • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell words that are often misspelt (English Appendix 1) • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • learning the grammar for years 3 and 4 in English Appendix 2 • using commas after fronted adverbials • using direct speech and punctuating correctly • use further prefixes and suffixes and understand the guidance for adding them • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus. • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which and use brackets, dashes or commas to mark parenthesis. • Use bullet points and a colon to introduce a list
Rational	At the start of term children will first complete a unit on poetry. Pupils have the opportunity to write for different purposes to develop their writing style. Writing is linked to other curriculum areas to enhance their learning of the wider curriculum (Water). For the first half term (writing to entertain) pupils writing will be closely linked to the class novel 'Wonder' by RJ Palacio where the children will explore viewpoints and writing first-hand accounts taking on a character. They will focus on showing not telling, diaries, letters and retelling events from different viewpoints. For the second half of the term the pupils writing will be closely linked to our Geography Topic of Water. Discussion written and debated will be in the theme of water conservation, flooding and water safety.
Pedagogy	Grammar is taught within writing units to allow children to explore a range of texts and observe how authors use language features for effect. Children will create their own box success criteria for each writing style by analysing a range of example texts for these genres (chosen by the teacher). A Success criterion examines text type, audience and purpose,

	layout features and language features. Children know how to succeed and can use their success criteria to improve their own writing as well as suggesting improvements to their writing buddies. It is very important that the SPAG content in earlier years is revisited to consolidate knowledge and build on pupils' understanding. Reading will also be taught discretely through our class novel.
Enhancements	**Writing is linked to other curriculum areas to enhance their learning of the wider curriculum. Writing as well as reading is closely linked to class novels (Topic linked and PSHE linked)**
Skills developed (transferable)	**To be able to express themselves verbally and in the written form. Writing for a range of purposes. Demonstrate the processes needed to plan writing, by thinking aloud to generate ideas. Critically evaluate their own and others' writing, indicating changes to vocabulary, grammar and punctuation to improve clarity and effect. To be able to talk about what they have read and discuss recommended reads. To use skills of retrieval and inference when reading. To use contextual cues. Think about expression and intonation when reading aloud, apply their phonics knowledge when tackling unknown words. Presenting opinions verbally and in writing. Speaking articulately with consideration of audience. To be able to debate issues.**
Knowledge acquired (Subject specific)	• **The main features of : narrative writing, diaries, letters, balanced arguments, debates** • **How to show not tell how a character is feeling** • **How to use the present perfect tense** • **Expand noun phrases** • **How to ensure cohesion between paragraphs** • **How to justify their opinions e.g back up with examples, facts** • **Use a greater variety of conjunctions** • **How to proof read and improve work**
Vocab learnt	**Comma, inverted commas, main clause, subordinate clause, adverbial, alliteration, intonation. Simile, conjunction, passive, noun, adjective, adverb, relative clause, brackets, dashes, plural, cohesion, viewpoint, perspective, comparison, justification, determiner, pronoun, progressive pronoun.** **Subject specific vocabulary from topic learning.**

Subject – Maths. Year 4 Year 5					
White Rose Areas/	Year 4 Decimals Year 5 Decimals	Year 4 Measurement Money and Time Year 5 Properties of shapes	Year 4 Statistics Year 5 Position and direction	Year 4 Properties of shape Year 5 Converting units	Year 4 Position and direction Year 5 Volume
Curriculum Coverage	• Recognise and write decimal equivalents of any number of tenths or hundredths. • Find the effect of dividing a one or two digit number by 10 or 100,identifying the value of the digits in the answer as ones, tenths and hundredths • Solve simple measure and money problems involving fractions and decimals to two decimal places.	• Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. • Use the properties of rectangles to deduce related facts and find missing lengths and angles. • Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. • Know angles are measured in • degrees: estimate and compare	• Identify, describe and represent theposition of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. • Interpret and present discrete and continuous data using appropriate graphical methods,	• Convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml] • Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. • Solve problems involving converting between units of time.	• Estimate volume [for example using 1cm3 blocks to build cuboids (including cubes) and capacity (for example, using water) • Use all four operations to solve problems using measure • describe positions on a 2-D grid as

	• Convert between different units of measure [for example, kilometre to metre] • Compare numbers with the same number of decimal places up to two decimal places. • Round decimals with one decimal place to the nearest whole number. Recognise and write decimal equivalents to 1 4 , 1 2 and 3 4 • Understand the effect of dividing a one or two digit number by 10 or 100. • Identifying the value of the digits in the answer as ones, tenths and hundredths.	• acute, obtuse and reflex angles. • Draw given angles, and measure them in degrees. • Identify: angles at a point and one whole turn (total 360°), angles at a point on a straight line and ½ a turn(total 180°) other multiples of 90° • Estimate, compare and calculate different measures, including money in pounds and pence. • Solve simple measure and money problems involving fractions and decimals to two decimal places • Read, write and convert time between analogue and digital 12- and 24-hour clocks. • Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.	including bar charts and time graphs. • Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	• compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes • identify acute and obtuse angles and compare and order angles up to two right angles by size • identify lines of symmetry in 2-D shapes presented in different orientations • complete a simple symmetric figure with respect to a specific line of symmetry	coordinates in the first quadrant • describe movements between positions as translations of a given unit to the left/right and up/down • plot specified points and draw sides to complete a given polygon
Rational	ensure that all pupils: □ become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. □ reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language □ can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions. Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects. The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.				
Pedagogy	They use their number bonds to ten and one hundred to support their calculations. Children use pictorial and concrete representations to support their understanding. Children use place value counters and a place value grid to make numbers with up to two decimal places. They read and write numbers with decimals and understand the value of each digit. They show their understanding of place value by partitioning numbers with decimals in different ways. Children apply their understanding of place value to compare numbers with decimals with up to two decimal places.	**Children develop their understanding of pounds and pence. This is the first time they are introduced to decimal notation for money. Once children are confident with this, they can move on to convert between different units of money. Children can use models, such as the part-whole model, to recognise the total of an amount being partitioned in pounds and pence.** Children recap the number of minutes in an hour and seconds in a minute from Year 3 They use this knowledge, along with their knowledge of	Children revisit how to use bar charts, pictograms and tables to interpret and present discrete data. They decide which scale will be the most appropriate when drawing their own bar charts. Children gather their own data using tally charts and then present the information in a bar chart. Questions about the data they have gathered should also be explored so the focus is on interpreting rather than drawing. Children recap their use of coordinates from Year 4. They start with an understanding of the	The children will have opportunity to learn through practical exploration as much as possible. We will relate the maths to everyday life and provide 'mini projects' for the children to work on.	The children will have opportunity to learn through practical exploration as much as possible. We will relate the maths to everyday life and provide 'mini projects' for the children to work on.

	They will consolidate and deepen their understanding of 0 as a place holder when making a comparison. Use pictorial representations to support conversions of fractions to decimals	multiplication and division to convert between different units of time Children convert between analogue and digital times using a format up to 12 hours. They use a.m. and p.m. to distinguish between times in the morning and afternoon. They understand that how many minutes past the hour determines the digital time. It is important for children to recognise that digital time need to be written in 4-digit format. For example, 09:30 a.m. not 9:30 Children recap acute and obtuse angles. They recognise a full turn as 360 degrees, a half-turn as 180 degrees and a quarter-turn (or right angle) as 90 degrees. They consider these in the context of compass directions. Children also deduce angles such as 45 degrees, 135 degrees and 270 degrees. Reflex angles are introduced explicitly for the first time. Children define angles in terms of degrees and as fractions of a full turn	origin (0, 0), before moving onto reading other coordinates. They understand that the first number represents the x-coordinate and the second number represents the y-coordinate. Teachers might explain how a coordinate is fixed (does not move) whereas a point can be plotted at different coordinates, so it can be moved.		
Enhancements	Relate to money (PSHCE)	Relate to money (PSHCE)	Link to science	Practical activities	Prcatical activities
Skills developed (transferable)	Apply across the curriculum	Apply across the curriculum	Apply across the curriculum	Apply across the curriculum	Apply across the curriculum
Knowledge acquired (Subject specific)	National curriculum - see above	National curriculum - see above	National curriculum - see above	National curriculum - see above	National curriculum - see above
vocabulary	Equivalent, hundredth, tenth, thousandth, convert, digit, round.	Analogue, digital, pounds, pence, 2D, 3D shapes, reflex, right angle, obtuse, acute, perpendicular, parallel.	Reflection, rotation, symmetry, bar chart, line graph, intervals	Metric and imperial units of measurement. , 2D, 3D shapes, reflex, right angle, obtuse, acute, perpendicular, parallel.	Cubic, translations, cuboid, cube, cylinder, x and y axis

Subject – Science. Topic – States of Matter – Water, ice and steam, are they the same thing?

Content - Pupils should be taught to:

- 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 (°C).
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Working scientifically:

- Asking relevant questions and using different types of scientific enquiries to answer them.

- Setting up simple practical enquiries, comparative and fair tests.
- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- Identifying differences, similarities or changes related to simple scientific ideas and processes.
- Using straightforward scientific evidence to answer questions or to support their findings

This 'States of Matter' unit will teach the children about the differences between solids, liquids and gases, classifying objects and identifying their properties. The children will work scientifically and collaboratively to investigate the weight of a gas. Furthermore, they will have chance to find the ideal temperature to melt chocolate. They will explore in-depth how water changes state, exploring melting, freezing, condensing as well as a particular focus on evaporation. Finally, they will learn about the stages of the water cycle, creating mini water worlds and an interactive water wheel to represent the different stages. They will also have the opportunity to complete investigations using different types of inquiry and practise working scientifically.

In lesson children will gather information from books as well as using IT to research online. To help support learning and inspire the children illustrations, photographs, online sources and films will be used in lesson. Where possible, during every topic, the children will have the opportunity to conduct each of the five types of inquiry to support the development of their working scientifically skills. Every experiment will focus on an area of an investigation e.g. Fair testing, predictions, conclusions etc, to help develop their understanding of the investigation process. Children will work with learning partners or small groups to help discuss key questions and develop their critical thinking skills. In class the children will have an opportunity to answer a key question that the topic is based around.

Children will be able to use a variety of scientific apparatus when conducting investigations. Where possible a scientist will be brought into school or the children will visit a science centre e.g. Magna to support their ongoing learning.

Children should be able to:

- Use pictures, writing, diagrams and tables as directed by their teacher use simple texts, directed by the teacher, to find information record their observations in written, pictorial and diagrammatic forms select the appropriate format to record their observations.
- Put forward own ideas about how to find the answers to questions recognise the need to collect data to answer questions carry out a fair test with support recognise and explain why it is a fair test with help; pupils begin to realise that scientific ideas are based on evidence.
- Make relevant observations measure using given equipment select equipment from a limited range.
- Begin to offer explanations for what they see and communicate in a scientific way what they have found out begin to identify patterns in recorded measurements suggest improvements in their work evaluate their findings.

Children should be able to:

- Record observations, comparisons and measurements using tables and bar charts begin to plot points to form a simple graph use graphs to point out and interpret patterns in their data select information from a range of sources provided for them.
- With help, pupils begin to realise that scientific ideas are based on evidence show in the way they perform their tasks how to vary one factor while keeping others the same decide on an appropriate approach in their own investigations to answer questions describe which factors they are varying and which will remain the same and say why.
- Carry out measurement accurately make a series of observations, comparisons and measurements select and use suitable equipment make a series of observations and measurements adequate for the task.
- Predict outcomes using previous experience and knowledge and compare with actual results begin to relate their conclusions to scientific knowledge and understanding suggest improvements in their work, giving reasons.

Children should know:

- How to compare and group materials together, according to whether they are solids, liquids or gases by sorting and describing materials into solids, liquids and gases.
- How to compare and group materials together, according to whether they are solids, liquids or gases by investigating gases and their uses.
- How to observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) by investigating how heating and cooling can change a material's state.
- How to observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) by exploring how water can change its state to a solid, liquid or a gas.
- How to associate the rate of evaporation with temperature by investigating the effect of temperature on drying washing.

• How to make systematic, careful and accurate observations and measurements and report on findings from enquiries by displaying results and conclusions by investigating the effect of temperature on drying washing. • How to identify the part played by evaporation and condensation in the water cycle by creating a model of the water cycle.
Observation over time, pattern seeking, identifying, classifying, grouping, comparative, fair test, secondary sources, predication, conclusion, gas, liquid, solid, particles, vibrations, movement, heat, pressure, evaporation, solidification, melting, water cycle.

Subject – Science. Topic – Properties and changes of materials	
Curriculum Coverage	-compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets -know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution -use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating -give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic -demonstrate that dissolving, mixing and changes of state are reversible changes -explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda Working Scientifically • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments
Rational	Pupils will build a more systematic understanding of materials by exploring and comparing the properties of a broad range of materials, including relating these to what they learnt about magnetism in year 3 and about electricity in year 4.
Pedagogy	They will explore reversible changes, including evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes. Pupils will explore changes that are difficult to reverse, for example, burning, rusting and other reactions, for example, vinegar with bicarbonate of soda. They will find out about how chemists create new materials, for example, Spencer Silver, who invented the glue for sticky notes or Ruth Benerito, who invented wrinkle-free cotton.
Enhancements	https://www.bbc.co.uk/bitesize/topics/zryycdm - This website has several useful films to use in the classroom to support children's understanding of materials and their properties and changing materials Arrange an educational visit to a local DIY store to find out more about different materials and their properties, or visit a local bakery to see mixtures and chemical changes in action as they bake bread, cakes and biscuits.
Skills developed	sorting and classifying materials according to their properties. investigating thermal conductors and insulators. investigating thermal conductors and insulators. investigating the best electrical conductors investigating dissolving separating different mixtures identifying and observing irreversible chemical changes.
Knowledge acquired	I can compare materials according to their properties I can investigate thermal conductors and insulators.

	I can investigate which electrical conductors make a bulb shine brightest I can investigate materials which will dissolve. I can use different processes to separate mixtures of materials. I can identify and explain irreversible chemical changes.
vocabulary	Compare, materials, properties, investigate, thermal conductors, insulators, dissolve, processes, separate, mixture, irreversible, reversible change, chemical change, evaporating, filtering, sieving, melting and dissolving, chemist,

Subject – Geography. Topic –Water	
Curriculum Coverage	**Pupils should be taught:** Locational knowledge • **locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities** Human and physical geography • **describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle** • **human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water** Geographical skills and fieldwork • **use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.**
Rational	**This topic on Water introduces children to the water cycle and allows them to explore the processes of evaporation and condensation through a range of practical activities. By considering water as a finite resource, they are introduced to the ideas of conservation and consider some of the issues surrounding supplying clean drinking water to a growing global population.**
Pedagogy	**In lesson children will use a variety of resources including maps, atlases and IT equipment to help develop their geographical knowledge and understanding of the water cycle. There will be lots of opportunity for practical exploration. We will apply our skills and knowledge of the worlds oceans and introduce some of the worlds rivers. Videos, pictures and diagrams will be used to support their understanding of physical and human geography.**
Enhancements	**Walk to local flood plains and rivers.**
Skills developed (transferable)	**Children should be able to:** Geographical enquiry: • **Ask and respond to questions and offer their own ideas.** • **Begin to suggest questions for investigating** • **Extend to satellite images, aerial photographs.** • **Investigate places and themes at more than one scale.** • **Collect and record evidence with some aid.** • **Analyse evidence and draw conclusions** Direction/location: • **Use 4 compass points well.** • **Begin to use 8 compass points; use letter/no. co-ordinates to locate features on a map confidently.** Map work: • **Locate places on large scale maps, (e.g. Find UK or India on globe).** • **Follow a route on a large scale map.** • **Compare maps with aerial photographs** • **Use an atlas to find out about the features of a place** • **Use index and contents page within an atlas** • **Draw a sketch map from a high view point.**

	• **Begin to identify significant places and environments.** • **Use large and medium scale OS maps; use junior atlases; use map sites on internet; identify features on aerial/oblique photographs.** • **Identify significant places and environments**
Knowledge acquired (Subject specific)	**Children should know:** • **The continents and rivers of the world (recap)** • **Know and explain (giving example) the three states of matter** • **The stages and aspects of the water cycle** • **How clouds and rain are formed** • **The causes and effects of flooding (globally and locally)** • **The causes and effects of water pollution** • **How water can be conserved**
Vocab learnt	**Solid, freezing, evaporation, gas, condensation, liquid, melting, water droplets, water vapour, precipitation, run off, ground water, flood plain, clouds, cumulous, stratus, cirrus, nimbus, alto, filtration, micro organisms, flooding (fluvial, pluvial, coastal, plumbing) dams, flood barriers, water treatment, sewerage system, pollution, habitat, drainage, pesticides, fertilizer, conservation, disposal**

Subject – Art and Design Water (Collage and sculpture)	
Curriculum Coverage	**Pupils should be taught:** • **to create sketch books to record their observations and use them to review and revisit ideas** • **to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]** • **about great artists, architects and designers in history.**
Rational	In this topic the children will look at The Great Wave print by Hokusai and Waves Breaking by Claude Monet compare the pieces of art and experiment with ideas to create their own collage of waves using paint and collage. To link with our work in Geography topic on water conservation and pollution the children will look at artwork and sculpture from artists inspired by conserving the oceans (Vanessa Barragão, Aude Bourgine, Courtney Mattison). The children will design and make their own sculpture with the message of preserving the ocean.
Pedagogy	**The children will investigate and research the art as well as experiment with different styles, techniques and materials. This unit will see them use collage materials, paint and 3D materials. There will be the opportunity to evaluate their own and others work as well as their peers. They will use their sketch book to record ideas.**
Enhancements	Local artist visit (e.g. Nikki Whattom, Neil Spielman)
Skills developed (transferable)	Children should be able to: Generating ideas • Continue to develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world. • Enjoy looking at artwork made by artists, craftspeople, architects and designers. Discuss artist's intention and reflect upon your response. • Use digital media to identify and research Making • Combine artforms such as collage, painting • Explore the relationship of line, form and colour. • Explore paper and card manipulation skills to build 3d forms. Evaluating • Enjoy listening to other peoples' views about artwork made by others. Feel able to express and share an opinion about the artwork. • Think about why the work was made, as well as how.

	• Make suggestions about other people's work, using things you have seen or experienced yourself. • Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result. • Discuss problems which came up and how they were solved. Think about what you might try next time. • Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media
Knowledge acquired (Subject specific)	Children should know: • How to talk about and describe classical pieces of art • That art can convey a message • A number of female sculptors • Know how materials and mediums act (poster paint, collage materials, 3D materials) • How to use a sketchbook to experiment and explore (effects of combining different collage materials) • How to develop their ideas and show their progress • How to describe artwork and talk about what they like and don't like • Evaluate their own and others' work • Know the names of tools, techniques and formal elements • Know about and describe some of the key ideas, techniques and working practices of a variety of artists • Be able to know and describe the work of some artists • How to combine and layer different materials • How to use 3D materials to create an impact
Vocab learnt	Collage, sculpture, impact, emotion, form, texture, layer, impression, impact

Subject – Design and Technology Mechanical Posters	
Curriculum Coverage	**Pupils should be taught:** Design **♣ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups** **generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design** Make **♣ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately** **♣ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities** Evaluate **investigate and analyse a range of existing products** **♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work** **♣ understand how key events and individuals in design and technology have helped shape the world** Technical knowledge **. understand and use mechanical systems in their products [for example levers and linkages]**
Rational	This 'Mechanical Posters' unit gives children opportunities to develop their understanding of mechanical systems. Following instructions on how to make different types of lever and linkage mechanisms gives children experience and information to draw on when developing their own ideas. They sketch a design based on their ideas, make a prototype, and then create their 'Lever and Linkage Poster' using the context of conserving water. Finally, children will evaluate their finished product.
Pedagogy	**Children will use research skills, designing, making and evaluation skills. This will link with our history topic on Water and give pupils the opportunity to work collaboratively with others to produce a mechanical poster.**
Enhancements	**Exhibition of completed posters**
Skills developed (transferable)	Children should be able to: Developing, planning and communicating ideas: • Generate ideas, considering the purposes for which they are designing

	• Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail • Evaluate products and identify criteria that can be used for their own designs Working with tools and equipment: • Select appropriate materials, tools and techniques • Measure and mark out accurately • Use skills in using different tools and equipment safely and accurately • Cut and join with accuracy to ensure a good-quality finish to the product Evaluation: • Evaluate their work both during and at the end of the assignment • Evaluate their products carrying out appropriate tests • Evaluate it personally and seek evaluation from others
Knowledge acquired (Subject specific)	Children should know: • About existing lever and linkage mechanisms in everyday usage • How to make a mechanism which uses levers and linkages. • How to develop design criteria and design ideas for a moving poster to promote conserving water. • How to use sketches to develop and communicate ideas. • How to include annotations in a design to add detail • How to aim their product at a particular audience • How to use prototypes to develop ideas • How to use techniques and equipment to create a finished poster • How top evaluate against a criterion
Vocab learnt	Design brief, components, mechanical systems, timescale, oscillating motion, linkage (input), levers (output), pivot (loose or fixed), guide, design criteria, audience, priority, prototype, finishing, function

Subject – R.E. Topic – What does it mean to be a Hindu in Britain today? & What can we learn from religions about deciding what is right and wrong?		
Curriculum Coverage	Strand: Living Religions and worldviews: Hindus • How do Hindus show their faith? Faith in what? • A Hindu life; what is important? • Why is Mahatma Gandhi a Hindu Hero? • What is it like to be a Hindu in Britain today?	Strand: Living Religions and worldviews: Christians, Jewish people, non-religious people (eg Humanist) • What rules are important? How is the Golden Rule important? • What important messages are in the Ten Commandments? • How do they help Jewish people know how to live? • What does Christianity say about how to live a good life? • How can people decide what is right and wrong without God's help? • What do religious stories tell believers about temptation? • How have religious teachings helped to affect somebody's actions?
Rational	This investigation enables pupils to learn about key aspects of Hindu belief and worship. What we call 'Hinduism' is the diverse way of life, spiritual practices and beliefs of the Indian people. We are focussing on British Hindus, and there is great diversity in British Hinduism as well as the original Indian Hinduism. Hinduism is more appropriately called 'Sanatana Dharma'; eternal truth. We will find out some key Hindu beliefs, and how these are expressed in thoughts and actions. We will also think about being a Hindu in Britain today.	This investigation enables pupils to think about guidance that people follow to help them live their lives. It starts off by looking into the Golden Rule and how it is seen in Christianity, Humanism and Judaism. Pupils then look at guidance for living from all three of these worldviews, examining how Christians, Humanists and Jewish people might decide what is 'right'. The unit moves on to look at teachings about temptation in Christianity and Judaism, helping pupils to think about what religious stories show about temptation. Finally, pupils investigate the life of a religious figure, looking at how teachings from religion may affect the actions of a believer.

Pedagogy	Use of deeper level questioning to bring about class/partner discussions; cross curricular activities to support learning e.g. art or drama; use of videos to hear the beliefs of real people, from different cultures and communities, across the globe; use of replica artefacts to help bring learning to life.	Use of deeper level questioning to bring about class/partner discussions; cross curricular activities to support learning e.g. art or drama; use of videos to hear the beliefs of real people, from different cultures and communities, across the globe; use of replica artefacts to help bring learning to life.
Enhancements	Religious (non) visitors, replica artefacts brought into class and the use of religious (replica) texts in class.	Religious (non) visitors, replica artefacts brought into class and the use of religious (replica) texts in class.
Skills developed (transferable)	Children should be able to: • Identify and name examples of what Hindus have and do in their families and at mandir to show their faith (A3). (Emerging) • Ask good questions about what Hindus do to show their faith (B1). • Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1). (Expected) • Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). • Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). • Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). • Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3). (Exceeding) • Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences (C1).	Children should be able to: • Recall and talk about some rules for living in religious traditions (B2). (Emerging) • Find out at least two teachings from religions about how to live a good life (C3). • Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). (Expected) • Make connections between stories of temptation and why people can find it difficult to be good (A2). • Give examples of ways in which some inspirational people have been guided by their religion (B1). • Discuss their own and others' ideas about how people decide right and wrong (C3). • Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system (B3). (Exceeding) • Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity (C3).
Knowledge acquired (Subject specific)	Children should know: • Describe Hindu beliefs about God. • Find out more about how Hindus worship god. • Look for similarities and differences between the life of a Hindu child and the life of a child from another religion or a non-religious child. • Give simple reasons for the different aspects of puja and how they reflect Hindu beliefs. • Describe two of the four aims in Hindu life; Dharma and Moksha. • Find out more about the metaphor of the journey of life for Hindus and for themselves. • Look for similarities and differences between duty for Hindu children and for themselves. • Describe the Hindu belief in Karma Think of reasons why Gandhi behaved in the way he did. • How does this show Hindu beliefs Describe some key events in the life of Gandhi. • Describe how the life of Gandhi shows Hindu beliefs in action. • Describe how vibrant British Hindu life is Describe examples of where the life of a Hindu can be seen in Britain. • Consider questions about how it could be hard for British Hindu children to live across two cultures, but it could also be exciting and enriching.	Children should know: • The meaning of the Golden Rule. • That the Golden Rule can be found in the thinking of many different groups of people. • That acting in accordance with the Golden rule can have an impact. • Commandments within the Torah How the Ten Commandments might affect the way a Jewish person lives their life. • That many Christians are guided by words of Jesus, including the Beatitudes and two great commandments. • The meaning of the Beatitudes. Some similarities and differences between the Beatitudes and the Ten Commandments. • Ways in which followers of Judaism and Christianity might use the Beatitudes and Ten Commandments to help them decide right and wrong. • How Humanists come to decisions about how to act. To identify some values that matter to Humanists. • To identify similarities and differences between how humanists and people from religious groups might think about and react to situations where they are faced with a moral choice. • How temptation is part of two religious stories. • What Jewish and Christian people might learn about temptation from religious stories. • What temptation is and how it can affect people's behaviour. About the life and work of at least one religious figure. To link somebody's beliefs with his/her actions.
Vocab learnt	Sanatana Dharma – Eternal Way, way of life, murtis, shrine, deities, puja tray, Bhagavad Gita, temple, punusharthas, dharma, artha, kama, moksha, reincarnation, karma, bhajans, prashad, & iconography.	Ten Commandments, Two Commandments, Golden Rule ethics, just, fair, injustice, temptation, Talmud, Siddur, Beatitudes, dilemma, love, forgiveness, honesty, kindness & generosity.

Subject – Music. Topic – Composing (Music influenced by water)	
Curriculum Coverage	
Rational	In this unit pupils will listen to a variety of classical and modern music that takes its influence from water. We wil talk about the music and compare pieces. Children will identify how different effects are produced before composing their own piece of music based on water which may include lyrics.
Pedagogy	Children will listen with sustained concentration before working collaboratively with others. They will listen to others ideas and pieces of music before evaluating their own and others. They will them make a recording of their piece and perform to others.
Enhancements	Recording of their musical pieces with the opportunity top perform in front of others.
Skills developed (transferable)	Children should be able to: **Singing songs with control and using the voice expressively:** • Sing with confidence using a wider vocal range. • Sing in tune. • Sing with awareness of pulse and control of rhythm. • Recognise simple structures. • Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. • Sing songs and create different vocal effects. • Understand how mouth shapes can affect voice sounds. • Internalise sounds by singing parts of a song 'in their heads.' **Listening, Memory and Movement.** • Identify melodic phrases and play them by ear. • Create sequences of movements in response to sounds. • Identify phrases that could be used as an introduction, interlude and ending. **Controlling pulse and rhythm:** • Recognise rhythmic patterns. • Perform a repeated pattern to a steady pulse. • Identify and recall rhythmic and melodic patterns. • Identify repeated patterns used in a variety of music. (Ostinato). **Exploring sounds, melody and accompaniment:** • Identify ways sounds are used to accompany a song. • Analyse and comment on how sounds are used to create different moods. • Explore and perform different types of accompaniment. • Explore and select different melodic patterns. • Recognise and explore different combinations of pitch sounds. **Control of instruments:**. • Select instruments to describe visual images. • Choose instruments on the basis of internalised sounds. **Composition:** • Create textures by combining sounds in different ways. • Create music that describes contrasting moods/emotions. • Improvise simple tunes based on the pentatonic scale. • Compose music in pairs and make improvements to their own work. • Create descriptive music in pairs or small groups.

	Reading and writing notation: • Record their own ideas. • Make their own symbols as part of a class score. **Performance skills:** • Perform in different ways, exploring the way the performers are a musical resource. • Perform with awareness of different parts. **Evaluating and appraising:** • Recognise how music can reflect different intentions.
Knowledge acquired (Subject specific)	• How to talk about a piece of music and compare with others • How to create sounds with instruments and found sounds • How to record their own graphic score • How to layer sounds to create different effect

Subject – P.E. Topic – Swimming / Atheltics		
Curriculum Coverage	In particular, pupils should be taught to: • swim competently, confidently and proficiently over a distance of at least 25 metre • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	Athletics: • Uses knowledge of the relationship between the body and exercise to improve various fitness components. • Utilise new skills in competitive situations, as an individual or part of a team. • Utilise knowledge of technique to perform at an optimum level in different types of throw, jump and run.
Rational	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.	
Pedagogy	Children will visit a local swimming pool and be taught by a specialist instructor	Children to work on their own personal targets and evaluate their own performance and how they can improve
Enhancements	Sports Day.	
Skills developed (transferable)	• Be confident in water • Follow instruction carefully • Float in water • the stroke, or strokes, are as strong at the end of the swim as at the start • Pupils should be able to use a range of strokes and make choices about the strokes they use to achieve different outcomes and be certain of success	Children should be able to: • Follow instructions & select the correct teaching point when given 2 options? (i.e Face forwards or shake head. • Use teaching points to standing jump as far as they can. • Watch others and suggest ways for them to improve. • Use teaching points to hurdle effectively. • Use teaching points to triple jump effectively. • Use teaching points to throw the Javelin effectively. • Use teaching points to run the 600m effectively. • Use teaching points to 'putt' the Shot effectively.
Knowledge acquired (Subject specific)	Children should know About water safety and follow rules associated with these **How to perform breaststroke, front crawl and back stroke** **How to breathe efficiently whilst swimming** **Know how to move their legs for the different strokes**	Children should know: • How to jump as far as they can. • How they can use their body to maximise performance. • How to hurdle effectively. • How to triple jump effectively. • How to throw the Javelin effectively. • How to run the 600m effectively. • How to 'putt' the Shot effectively.

Subject – Computing. Topic – Internet Research and Designing a Webpage / Using and applying	
Curriculum Coverage	Use search technologies effectively, appreciate how search results are selected and ranked and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to combine and create a range of programs, systems and content that accomplish given goals including, collecting, analysing, evaluating and presenting data and information.
Rational	This unit combines the further development of children's skills of researching the internet with the introduction of creating and editing a webpage using google sites. Children will learn how to use some of the advanced searches in Google such as fill in the blanks and how to create a webpage with the layout of their choosing which included links and images to other webpages.
Pedagogy	To be taught in a cross curricular way by researching the different stages of the water cycle. Look at the way that webpages use hyperlinks and images. A webpage explaining the water cycle can be designed and created.
Enhancements	Video examples of the water cycle and scientific experiments which can be included.
Skills developed (transferable)	• Insert and format an image in a webpage • Independently create a hyper link • Learn how to share a webpage so that it can be viewed by anyone • Use the advanced features of Google Web search
Knowledge acquired (Subject specific)	• I can evaluate webpages • I can create web page layout • I can add text to a web page • I can add images to a webpage • I can add hyper links to a webpage • I can publish and share my web page

Subject - MFL.Topic – Je suis le musician (Y4)	
Curriculum Coverage	Pupils should be taught to: • Listen attentively to spoken language and show understanding by joining in and responding. • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. • Speak in sentences, using familiar vocabulary, phrases and basic language structures. • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • Present ideas and information orally to a range of audiences. • Read carefully and show understanding of words, phrases and simple writing. • Appreciate stories, songs, poems and rhymes in the language. • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. • Describe people, places, things and actions orally and in writing • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
Rational	Learning a foreign language provides children the opportunity to engage with other cultures around the world and helps form the foundation for a lifelong skill. We teach French as it is a neighbouring country to the UK and French is also spoken around the globe in other countries e.g. Burkina Faso and Canada. By following the NYCC designed scheme, the children will progress through a carefully planned set of lessons that develop their basic skills from which they can use to build their fluency, understanding and knowledge of the French language in both speaking and reading.
Pedagogy	The children will use a variety of materials that are written/spoken in French so that they can hear accurate pronunciation of words as well as seeing how they are written. Children will be shown: sound clips, videos on the interactive whiteboard and texts written in French. Children will learn some of the vocabulary in songs and rhymes to help embed the language. Visual cue cards will also be used in lesson.

Enhancements	Visual cue cards with words and pictures will be used in lesson and displayed in the room to allow children to be exposed to a range of language throughout the year. Children will have access to French dictionaries to help with their written work element of the lessons. The children will hear and see sound clips and videos so they can see how the words they are learning are used in everyday life.
Skills developed (transferable)	Children should be able to: • Recognise at least 6 instruments in French. • Say if they like a type of music. • Say which instrument they play. • Write a rap using language and structures from this unit. • Express an opinion about a musical performance.
Knowledge acquired (Subject specific)	Children should know: • How to say which instrument they play. • How to focus on the rhythm in sentences. • How to use the language and structures to write a rap.
Vocab learnt	La musique jazz, la musique reggae, la musique pop, la musique classique, la musique africaine, Qui aime …? Moi j'aime, Voici mes instruments, Voici, un violon, un piano, un saxophone, une clarinette, une guitare, une guitare électrique, une batterie, la batterie, un tambour, Qu'est-ce que tu joues?' Tu joues du piano, Il/Elle joue du/de la… Super! Bien! Monotone! Nul!

Subject - MFL.Topic – A la mode	
Curriculum Coverage	Pupils should be taught to: • Listen attentively to spoken language and show understanding by joining in and responding. • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. • Speak in sentences, using familiar vocabulary, phrases and basic language structures. • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • Present ideas and information orally to a range of audiences. • Read carefully and show understanding of words, phrases and simple writing. • Appreciate stories, songs, poems and rhymes in the language. • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. • Describe people, places, things and actions orally and in writing • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
Rational	Learning a foreign language provides children the opportunity to engage with other cultures around the world and helps form the foundation for a lifelong skill. We teach French as it is a neighbouring country to the UK and French is also spoken around the globe in other countries e.g. Burkina Faso and Canada. By following the NYCC designed scheme, the children will progress through a carefully planned set of lessons that develop their basic skills from which they can use to build their fluency, understanding and knowledge of the French language in both speaking and reading.
Pedagogy	The children will use a variety of materials that are written/spoken in French so that they can hear accurate pronunciation of words as well as seeing how they are written. Children will be shown: sound clips, videos on the interactive whiteboard and texts written in French. Children will learn some of the vocabulary in songs and rhymes to help embed the language. Visual cue cards will also be used in lesson.

Enhancements	Visual cue cards with words and pictures will be used in lesson and displayed in the room to allow children to be exposed to a range of language throughout the year. Children will have access to French dictionaries to help with their written work element of the lessons. The children will hear and see sound clips and videos so they can see how the words they are learning are used in everyday life.
Skills developed (transferable)	Children should be able to: • Describe an outfit they or others are wearing. • Apply their knowledge of weather, seasons and clothes vocabulary to understand a description. • Write a description using a model.
Knowledge acquired (Subject specific)	Children should know: • Vocabulary for a range of clothes. • How to say what they and others wear in different weathers/seasons.
Vocab learnt	Mon pantalo, ma culotte, ma vest, ma chemise, mes lunette, un short, un jean, un collant, un pyjama, un sweat-shirt , un T- shirt, un pull, des chaussures, un manteau, des chaussettes, un blouson, des gants, une écharpe, des bottes, une robe, une jupe, un chapeau, des pantoufles, des crampons, Je porte, Il porte, Elle porte, Dans mon sac, j'ai … C'est possible? C'est pas possible? Quel temps fait-il? en été, en hive, je porte, je mets, S'il fait… Quand, Joli, horrible, démodé, cool, et.

Subject – PSHCE/SRE. Topic – Health and Wellbeing	
Curriculum Coverage	Health Education
Rational	The pupils will learn what makes a healthy lifestyle and in comparison, what is an unhealthy lifestyle. They will discuss how their bodies have changed since they were a baby and how they will continue to change.
Pedagogy	Children will have the opportunity to discuss as part of a large or small group or if they prefer to record their own thoughts and feeling. There will be opportunities for much collaborative work and we will highlight the need to listen to others and treat information sensitively.
Enhancements	Link and recap with what we have covered in Science.
Skills developed (transferable)	Pupils should be able to: • Maintain a balanced lifestyle including oral and dental hygiene. • Know and understand what the physical and emotional changes of puberty are. • Which are the external genitalia and name them correctly. • What their personal hygiene routines are. • Know about medicines and household products including drugs common to everyday life. •
Knowledge acquired (Subject specific)	Pupils should know: • How to describe and maintain a balanced lifestyle and describe their own hygiene routines. • An awareness of puberty. • How to recognise the emotional and physical changes of puberty. • How to understand how the body changes throughout life. • How to describe and explain how to keep safe around medicines and everyday common drugs.

Vocab learnt	Data, balanced, lifestyle, choice, health, wellbeing, puberty, mood swings, physical change, emotional change, transition, true, false, period, male, female, penis, vagina, medicine and drug, advice, support, bacteria, viruses, hygiene, pressure, peer, emergency, habit, medicine, drugs, alcohol, tobacco, medicine, puberty.