Year 4 & 5 - Annual Cycle A - Autumn Term		
	1st ½ term	***2nd ½ term***
Topics	Mexico Today	Meet the Mayans
Subject	**Content Overview**	
English Focus	Writing to entertain *Cinquain poetry, remembrance day poetry *Narrative writing including descriptions *Extra chapter for class novel	Writing to inform *Formal letters *Newspaper Reports *Summarising of texts (incl Mayan Myth)
Maths links	Year 4: Place value, multiplication and division, length and perimeter Year 5:Place value, multiplication and division, statistics, area and perimeter	
Science	Sound	
History	Meet the Mayans	
Geography	Mexico Today	
A & D		Mayan Art / T-Shirt designs
D & T	Mexican Food	
R.E.	Why is Jesus inspiring to some people?	Why are festivals important to religious communities?
Music	Singing (Christmas)	
P.E.	Football	Basketball Dance
Computing	Word Processing	Word Processing
MFL	Les monstres	Le calendrier des fetes
PSHE/RSE	Relationships	

Subject – English. Autumn 1 – Writing to entertain Autumn 2 – Writing to inform	
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 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 • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus. • using commas to clarify meaning or avoid ambiguity in writing
Rational	On children's return to school they 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 (The Maya), Anti -Bullying Week. For the first half term (writing to entertain) pupils writing will be closely linked to the book 'The Firework Makers Daughter' by Philip Pullman where the children will explore narrative writing including descriptive settings and the building of tension and suspense. For the second half of the term the pupils writing will be initially closely linked to anti bullying week (the children will write letters and leaflets about the reasons people bully and advice on how to stop bullying) and then to the topic of the Mayans. (newspaper reports and summarizing of stories).
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.**
Knowledge acquired (Subject specific)	• **The main features of : narrative writing. Formal letters, newspapers** • **How to use inverted commas** • **How to begin sentences in different ways including the use of adverbials** • **How to link ideas using a variety of conjunctions** • **To use commas in a list and to clarify meaning** • **How to use adjectives and adverbs to improve their writing.** • **How to identify the main clause and subordinating clause in a sentence.** • **(catchup) Recap of all year 3 / 4 spelling rules**
Vocab learnt	**Comma, inverted commas, main clause, subordinate clause, adverbial, alliteration, intonation. Simile, conjunction, passive, noun, adjective, adverb, Subject specific vocabulary from topic learning.**

Subject – Maths. Year 4 Year 5 Applies to both Year 4 and Year 5					
White Rose Areas/	Year 4 /Year 5 Number: Place Value	Year 4 / Year 5 Number: Addition and Subtraction	Year 5 Statistics (line graphs, tables, timetables)	Year 4 / Year 5 Multiplication and Division	Year 4 Measurement: Length and perimeter Year 5 Perimeter and area
Curriculum Coverage	• 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 zero • Round any number up to 1 000 000 to the nearest 10 100 1000 10 000 and 100 000	• Add and subtract numbers mentally with increasingly large numbers • Add and subtract whole numbers with more than 4 digits, including using formal written methods. 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.	• Solve comparison, sum and difference problems using information presented in a line graph • Complete, read and interpret information in tables including timetables	• Multiply and divide numbers mentally drawing upon known facts • Multiply and divide whole numbers by 10 100 1000 • Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers • Recognise and use square numbers and cube numbers and the notation for squared and cubed • Solve problems involving multiplication and division including using knowledge of	• Measure and calculate the perimeter of composite rectilinear shapes in cm and m • Calculate and compare the area of rectangles (including squares) including using standard units (cm2 and m2) to estimate the area of irregular shapes

	• Solve problems and practical problems that involve all of the above • Read roman numerals up to 1 000 (M) and recognise years written in Roman numerals • Count in multiples of 6, 7, 9, 25 and 1000. • Find 1000 more or less than a given number. • Count backwards through zero to include negative numbers. • Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). • Order and compare numbers beyond 1000. • Identify, represent and estimate numbers using different representations. • Round any number to the nearest 10, 100 or 1000. • 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) and know that over time, the numeral system changed to include the concept of zero and place value.	• 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.		factors and multiples, squares and cubes • Know and use the vocabulary of prime numbers, prime factors and composite numbers • Establish whether a number up to 100 is prime and recall prime numbers up to 19 • 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 three numbers. • Recognise and use factor pairs and commutativity in mental calculations. • Solve problems involving correspondence problems such as n objects are connected to m objects.	• Convert between different units of measure • measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • find the area of rectilinear shapes by counting squares • estimate, compare and calculate different measures, including money in pounds and pence
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. Each lesson will include some form of reasoning and problem solving. Where possible make links with cross curricular topic				
Pedagogy	**-Children use manipulatives and pictorial representations (Place value grids, place value counters, part whole model, base 10, number line) to recap representing numbers to 10**	-Children build upon their previous learning of column addition. They will now look at numbers with more than four digits and use their place value knowledge (from previous maths	-make links back to using number lines when reading horizontal and vertical axes -draw axis with different scales depending on the data they are	-children build on times table knowledge to find multiples -children work systematically to find all the factors of a number -use venn diagrams to show their	-reasoning within every lesson -key questions and vocabulary used -ruler skills

	000 before using them to represent numbers up to 1 000 000 **- exploring to find patterns to discuss what is happening to place value columns when adding or subtracting 10 100 1000** **-steps to success used and referred to** **-reasoning within every lesson** **-key questions and vocabulary used** **- We begin by spending time on numbers with 1000, to make sure children are secure with these numbers before moving on to 10,000** **- Use equipment or digital manipulatives**	lessons) to line the numbers up correctly -children use a range of manipulatives to demonstrate their understanding and use pictorial representations to support their problem solving. -steps to success used and referred to -reasoning within every lesson -key questions and vocabulary used -ensure children can add 2 and 3 digit numbers before moving onto 4 digit numbers	representing and will choose appropriate skills from a range of data -reasoning within every lesson (comparison, sum, difference) which links to previous learning (addition and subtraction) -key questions and vocabulary used	results of common multiples and factors -reasoning within every lesson -pictorial representations to help children find patterns and make square and cube numbers (counters and multilink cubes) -place value grids and manipulatives to demonstrate what happens to the digits when you multiply/divide by 10 100 1000 -key questions and vocabulary used - The children will apply their understanding of place value -time will be spent on learning and practising times tables as this is vital for all areas of Mathematics.	-measure and calculate area and perimeter of a variety of different shapes including those with missing sides - time will be spent on metric units and the conversion between them
Enhancements	Active Maths and doodle Maths	Children will use their understanding of place value, exchanging and vocabulary to **create an online video** to teach year 3 students how to use the column method. They will plan and deliver their own lesson for this objective to our year 3 children in school	**Science link** – results – children collect their own data to present in line graphs focusing on accurately plotting points and choosing an appropriate scale		measuring the perimeter and area of objects around school for a clear purpose
Skills developed (transferable)		**Real life situations** – when/why do people use rounding/estimating in the real world? Self-directed learning. Children consider the most appropriate number to round e.g. nearest ten, hundred or thousand and learn that estimates should be performed quickly by choosing much easier numbers knowledge of addition and subtraction will be used in a range of other areas of maths throughout their school and real life. .	**Real life situations** – read and interpret information in tables including timetables. using bus and train timetables from our local area to plan a journey		**Real life situations –** measuring the perimeter and area of objects around school for a clear purpose
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	Place value, represent, digit, roman numeral, pattern, round, nearest, negative numbers (not minus numbers)	Digits, place value, add, subtract, largest, smallest, inverse, operation, RUCSAC, estimate, accuracy, approximate, regroup, carry, exchange, column , sum, difference, how many more, calculate	Measure, data, line graph, axis, vertical, horizontal, interval, scale, estimate, tables, two way tables, timetables, 12 hour time, 24 hour time, journey, time, duration	Multiples, factors, factor pairs, common factors, common multiples, prime, composite, square numbers, cube numbers, odd, even, multiply, divide, place holder	Measure, perimeter, rectilinear shape, accuracy, length, width, formula, area, compound shapes, irregular shapes

Subject – Science. Topic – Sound: What makes a sonic boom?

Curriculum Coverage	Content: Pupils should be taught to: • Identify how sounds are made, associating some of them with something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear. • Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Recognise that sounds get fainter as the distance from the sound source increases. 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
Rational	This 'Sound' unit will teach the children about how vibrations cause sounds and how sounds travel, as well as how sounds can change pitch and loudness. The children will learn about how sounds are made, carrying out demonstrations of vibrations, and completing a sound survey of their school. The topic will not only develop the children's knowledge of how sounds are made but how this knowledge can be used to help improve their lives and develop technologies such as digital music etc. They will also have the opportunity to complete investigations using different types of inquiry and practise working scientifically.
Pedagogy	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.
Enhancements	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.
Skills developed	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.
Knowledge acquired	Children should know: • How sounds are made, associating some of them with something vibrating, by identifying and explaining sound sources around school. • How sounds are made, associating some of them with something vibrating, by performing a dramatization of how sounds travel. • How to find patterns between the volume of a sound and the strength of the vibrations that produced it, by performing a dramatization of how sounds travel.

	• How to recognise that vibrations from sounds travel through a medium to the ear, by performing a dramatization of how sounds travel. • How to recognise that vibrations from sounds travel through a medium to the ear, by exploring how high and low sounds are created. • How to find patterns between the pitch of a sound and features of the object that produced it, by exploring and creating musical instruments, and explaining how they change pitch. • How to recognise that sounds get fainter as the distance from the sound source increases, by exploring how sounds change over distance. • How to recognise that vibrations from sounds travel through a medium to the ear, by making string telephones. • How to recognise that vibrations from sounds travel through a medium to the ear, by investigating the best material for absorbing sound. • How to recognise that vibrations from sounds travel through a medium to the ear, by making a musical instrument and explaining how it works. • How to find patterns between the pitch of a sound and features of the object that produced it, by making a musical instrument and explaining how it works.
Vocab learnt	Observation over time, pattern seeking, identifying, classifying, grouping, comparative, fair test, secondary sources, predication, conclusion sound, wave, vibration, travel, echo, distance, pitch, frequency, high, low.

Subject – Geography. Topic – Mexico	
Curriculum Coverage	**Pupils should be taught:** • 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 • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America • describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • describe and understand key aspects of 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 • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
Rational	**Children will compare and contrast Mexico and the UK, and then find out more about both the physical and human geography of the country, including the climate. They will immerse themselves in the culture of Mexico, and then advise tourists on how best to experience the country.**
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 Mexico. Videos, pictures and diagrams will be used to support their understanding of physical and human geography. This topic will be cross curricular with Design and Technology (food) and Computing (word processing).**
Enhancements	**Strong cross curricular links. The opportunity (through the use of skype or written form) to talk to a Mexican citizen about their country. The children will research and devise questions they would like to ask.**
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 e.g. make comparisons between locations photos/pictures/ map.** **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.**
Knowledge acquired (Subject specific)	**Children should know:** • Facts about Mexico • Similarities and differences between Mexico and the UK • Where Mexico is on a world map • The major cities, bordering countries and bodies of water surrounding Mexico • How to compare and contrast a map of Mexico with a map of the UK • **The difference between weather and climate** • Some of the reasons that can affect the climate of an area • How to use graphs and tables to answer questions about and discuss the climate of an area? • What is meant by the term physical geography • How to describe the varied physical geography of Mexico • What is meant by the term 'human geography • How to use resources to research the human geography of Mexico • How to answer questions about/describe some aspects of the human geography of Mexico • Why Mexico is a popular tourist destination • what activities are on offer for tourists visiting the country
Vocab learnt	**Mexico, Continent, Europe, North and Central America, city, town, landmark, Mexico City, aqueduct, Mayan Civilisation, Sonoran Desert, traditional, mariachi, peso, Pacific, Cenote, Yucatan, Canada, USA, Greenland, Regions, states, Cathedral, Seaport, Guatemala, Belize, Gulf of Mexico, Gulf of California, Weather, Climate, tropical, temperate, equator, ,coast, rainforest, desert, source, mouth, culture, community, trade links, tourism.**

Subject – History. Topic – Meeting the Maya	
Curriculum Coverage	NC: A non-European society that provides contrasts with British history –Mayan civilization c. AD 900
Rational	This cross-curricular topic provides the opportunity for children to learn in depth about the ancient Maya civilisation. Lessons will centre on who the ancient Maya people were and where, when and how they lived.
Pedagogy	This cross-curricular topic provides the opportunity for children to learn in depth about the ancient Maya civilisation. Lessons will centre on who the ancient Maya people were and where, when and how they lived.
Enhancements	At the end of the topic, children will take part in a religious festival at 'Chichen Itza temple' that will bring together and celebrate all of the learning, knowledge and props from the lessons throughout the term. The children will be invited to play for the gods in a processional march; to fill the air with musical sounds, the beat of drums, the rattle of shells and the haunting sound of pottery flutes. The festival will end with a Maya feast that the children will prepare, cook and enjoy!
Skills developed	Chronology – duration, scaled timelines, concurrent timelines Source work – extracting, interpreting, drawing conclusions
Knowledge acquired	K1 - Where and when did The Maya live? Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about the Maya civilisation and understanding who they were and when and where they lived K2 - What did the gods represent to The Maya? How did The Maya worship their gods? Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the religious beliefs and practices of the Maya people and the gods they believed Children will research the religious beliefs and rituals of the Maya people and find out more about the many gods they worshipped. K3 - How did The Maya invent and use their calendars and number system? Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about how the Maya invented and used their calendars and number system.

	K4 – How did The Maya construct words and texts? Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance through learning about the Mayan writing system. K5 - What evidence can we use to understand more about the Maya civilisation? How accurate do you think our interpretation of the past is? What do these sources of evidence tell us? How reliable are they? Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by identifying and using sources of evidence to learn about the Maya cities and some of the people who explored and documented them. They will learn about the work of the explorers John Lloyd Stephens and Frederick Catherwood and analyse historical pictures of the cities they discovered. K6 – How would the Maya people have prepared and eaten their food? Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about the food the ancient Maya people ate and its religious and cultural significance.
vocabulary	Civilisation, Mesoamerica, el castilla, Chichen Itza, climate, culture, diverse, festival, heritage, indigenous, landscape, region, region, tradition,

Subject – Geography. Topic – When and where did the Maya live?	
Curriculum Coverage	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 Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America 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. Describe and understand key aspects of 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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Rational	Children will learn where in the world they lived, what it was like there, and meet modern Maya who still live in the area. They will use maps and atlases to locate Maya cities and identify countries in Mesoamerica.
Pedagogy	Children will learn where in the world they lived, what it was like there, and meet modern Maya who still live in the area. They will use maps and atlases to locate Maya cities and identify countries in Mesoamerica.
Enhancements	Cross-curricular
Skills developed (transferable)	use maps, atlases, globes to locate countries and describe features studied (to locate Maya cities and identify countries in Mesoamerica).
Knowledge acquired (Subject specific)	K1 Where and when did The Maya live? To compare the physical geography of Mesoamerica and the UK.
vocabulary	Civilisation, Mesoamerica, sacrifice, worship, bloodletting, ritual, Upperworld. Base 10, base 20, number system. Base 10, base 20, Hieroglyphs, syllabogram, logogram, codex, codices. Cacao, maize, names of religious gods, Chichen Itza, priest,

Subject – Art and Design Mayan Art / T-shirt designs (pencil and fabric)	
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	The children will begin this topic by looking at Ancient Mayan Art including sculpture, ceramics and paintings. They will investigate the common themes of the art and the style that was used. They will draw their own murals in a similar style depicting the story of The Hero twins (mythology). They will look at the work of Keith Haring and identify how his art work is inspired by Mayan art. As well as finding out about the artist the children will create their own images inspired by Keith Haring and design and produce T Shirts including these designs.
Pedagogy	**The children will investigate and research the art as well as experiment with different styles, techniques and materials. This unit will see them using pencil, pastel, coloured pencils and fabric pens. 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	**Fashion show of completed T shirts**
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 • Develop design through making skills and collaborative working skills through fashion design. • Use growing technical skill and knowledge of different drawing materials, combined with increasing confidence in making a creative response to a wide range of stimuli, to explore more experimental drawing, following child's own interests/affinities. 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.
Knowledge acquired (Subject specific)	Children should know: • The influences of Mayan art • The influences of street art and graffiti • How to compare the work of Keith Haring with other street artists they have studied (Banksy) • Know how materials and mediums act (felt tips, pencil, fabric pens) • About Keith Haring and his style of art • How to use a sketchbook to experiment and explore (e.g. with colour) • The impact of shape and colour on their designs • How to describe artwork and talk about what they like and don't like • Evaluate their own and others' work
Vocab learnt	Ceramics, sculpture, mythology, street art, graffiti, activist, bold, mural, cartoon like style, impact, design, evaluate.

Subject – Design and Technology Mexican Food	
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 **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** **Cooking and nutrition** **♣ understand and apply the principles of a healthy and varied diet** **♣ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques** **♣ understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.**
Rational	**Content will link closely with our topic on Mexico Today. We will research, taste and evaluate Mexican food and compare with British food. We will design, make and evaluate our own tortilla-based dishes. For a Day of the Dead celebration, we will bake bread in the shape of bones learning the process and techniques needed as well as making and decorating our own candy skull biscuits.**
Pedagogy	**Children will use research skills, making and evaluation skills. They will develop their vocabulary of evaluation to describe tastes and textures. Where possible the children will learn through doing and experimentation.**
Enhancements	**A whole class Day of the Dead celebration**
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** • **Weigh and measure accurately (time, dry ingredients, liquids)** • **Apply the rules for basic food hygiene and other safe practices** **Evaluation:** • **Evaluate their work both during and at the end of the assignment** • **Evaluate their products carrying out appropriate tests**
Knowledge acquired (Subject specific)	Children should know: • What the traditional foods are in Mexico and how these compare to British foods • What produce is produced in Mexico • How to use ingredients to produce their own Mexican inspired dish • How to use the claw and bridge grip to cut • How to describe different tastes and textures • How to evaluate a product including how it can be improved • What food groups are needed for a balanced diet • The impact of food in Mexican culture • How to follow a recipe and make bread • The processes needed to make bread • How to make food look decorative • The importance of the celebration Day of the Dead

Vocab learnt	Tortilla, enchilada, taco, guacamole, salsa, knead, prove, dough, nutritious, quesadillas, The bridge and The claw grip to cut

Subject – R.E. Topic – Why is Jesus inspiring to some people? & Why are religious festivals important to religious communities?		
Curriculum Coverage	Strand: Believing Religions and worldviews: Christians. • What does the word 'inspiring' mean? Who is inspiring? • What do we know about Jesus' life story? Is his story inspiring for some people • Was Jesus inspiring because of his actions? • What did Jesus teach? Was he a good teacher? Was he an inspiring teacher? • Did Jesus' teachings inspire people? How and why? • Who did Jesus say he was? Why is he so important to Christians? • Why do Christians call the day Jesus died 'Good Friday' and the following Sunday his Resurrection day? • Is Jesus still important today? Why? Who to? How does it show? • What kind of image of Jesus for the 21st Century would pupils like to create? Might it beinspiring to others? • Does being inspired by Jesus make a person stronger? • Who is inspiring for me? Who is inspiring for other children in my class?	Strand: Expressing Religions and worldviews: Christians plus Hindus and/or Jewish people and/or Muslims (other examples can be selected by the school). • What is worth celebrating? • What do Christians celebrate at Easter? • What was the meaning of Jesus' last meal with his friends? • What does the crucifying of Jesus mean to Christians? • What do Christians believe happened on Easter Sunday morning? • Why is Divali significant to Hindus? • Why do Muslims celebrate at the end of Ramadan? • Why do Jewish people celebrate Pesach every year? • What can we learn from celebrations and festivals?
Rational	This investigation enables pupils to learn in depth from Christianity, exploring different reasons why Jesus is considered and inspiring figure by Christians – and by many other people too.	This investigation enables pupils to learn in depth from different religious and spiritual ways of life as shown through festival and celebration. We have chosen to focus on Easter, Divali in Hinduism, Pesach in Judaism and Eid ul Fitr in Islam. This unit enables pupils to begin to understand how celebration reminds believers of key beliefs and gives time to focus on beliefs and commitments and celebrating as a believing community. The focus is on the key elements of festival-shared values, story, belief and hopes and commitments.
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: • Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus (B1). (Emerging) • Suggest some ideas about good ways to treat others, arising from their learning (C3). • Make connections between some of Jesus' teachings and the way Christians live today (A1). (Expected) • Describe how Christians celebrate Holy Week and Easter Sunday (A1). • Identify the most important parts of Easter for Christians and say why they are important (B1). • Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).	Children should be able to: • Recognise and identify some differences between religious festivals and other types of celebrations (B2). (Emerging) • Retell some stories behind festivals (e.g. Christmas, Divali, Pesach) (A2). • Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). (Expected) • Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). • Identify similarities and differences in the way festivals are celebrated within and between religions (A3).

	• Make connections between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, incarnation, salvation) – see unit L2.2), reflecting on why this inspires Christians (A1). (Exceeding) • Present their own ideas about the most important attitudes and values to have today, making links with Christian values (C2).	• Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1). • Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2). (Exceeding) • Suggest how and why religious festivals are valuable to many people (B2).
Knowledge acquired (Subject specific)	Children should know: • Talk about heroes and inspiring people. • Use the word 'inspired' in an appropriate way. • Choose some inspiring people of their own. • Ask questions about Jesus and inspiration and respond thoughtfully to inspiring stories. • Make connections between the concept of inspiration and the teaching of Jesus. • Make links between inspiring people from different settings. • Consider the list of values and virtues from Saint Paul, called 'the Fruits of the Spirit'. • Respond sensitively to some images of Jesus from the global Christian art of today. • Identify similarities and differences in the way in which Jesus has been portrayed. • Connect artistic images of Jesus with the artist's beliefs and background. • Apply their own ideas about the meaning and purpose of Jesus' life and teachings. • Retell the story of feeding 5000, one of Jesus' miracles. • Make links between the story and the way Jesus inspired people. • Describe the difference between a miracle and a magic trick: magic tricks are illusions, but some people believe God can do miracles 'for real'. • Understand what is inspiring to Christians about a miracle story of Jesus, what it shows about him. • Think about the big idea of 'being inspired by someone'. • Retell one of the stories of Jesus and suggest what it means for Christians. • Describe one of Jesus' parables. • Explain examples of the impact that believing in Jesus will have on a Christian's life. • Understand the meaning of one of Jesus' parables. • Reflect on what we can learn from a parable of Jesus. • Make links between values and commitments and their own attitudes and behaviour. • To consider the impact that believing in Jesus will have on a Christian's life. • Consider who Jesus considered to be blessed by God. • Reflect upon what makes them happy. • Make their own links between Jesus' teachings and Christian beliefs • Recognise their own values and those of others. • Describe the importance of Jesus' teaching in the Sermon on the Mount for Christians. • Some pupils will create their own Beatitudes to show who they think should be blessed / happy. • To understand the symbolic language used for Jesus in the Gospel of John. • To reflect on the meaning of the statements that Jesus made about himself. • To understand the importance of these sayings for Christians. • To think of some metaphors to describe what they are like, connecting them to Bible metaphors for Jesus. • To explain the importance of Jesus for Christians. • Identify some events from Holy Week. • Re-tell one of the stories about Holy Week. • Describe what happened to Jesus in the last week of his life. • State their understanding of 'Good Friday' and 'Easter Sunday / Resurrection Day'. • Apply ideas from the Gospel stories to the Easter celebrations of today. • To think about the idea of hope after death, salvation and resurrection and how it explains Easter. • Think about why Jesus is important to Christians today. • Connect the stories of Jesus and the way a Christian visitor describes their life. • Identify the impact that believing in Jesus will have on a Christian's life.	Children should know: • Look for similarities and differences between religious and non-religious celebrations. • Think of reasons why some people choose to celebrate significant events. • Describe three things that make Holy Week a special time for Christians. • Describe what three symbols tell us about the story of Easter. • How to connect stories, symbols and beliefs with what happens at Easter. • Give simple reasons for describe the last supper and make a link to the idea of sacrifice. • Explain the meaning of the Last Supper and link to the concept being celebrated at Holy communion. • Describe the events of the crucifixion. • Find out more about the connection between stories, symbols and beliefs and what happens at Easter. • Give simple reasons for why Jesus was put to death. • Find out more about what the story of Easter might mean to a Christian today. • Explain links between the death of Jesus and some key Christian beliefs. • Consider questions such as why do Christians call this day Good Friday? What sort of celebrations would you expect to see in a church on Good Friday? On Easter Sunday? • Retell the story of Rama and Sita, identifying the experiences and feelings of Rama and Sita at different points and explaining the significance of this story to Hindu beliefs/celebrations about Divali. • Make links between the story of Rama and Sita at Divali and the idea of overcoming evil in life today. • Consider questions such as who influences me to be good or bad? • Look for similarities and differences between the way Divali is celebrated by different people and Divali and another festival. • Describe the similarities and differences between Id and Easter. • Consider questions such as is it hard to make sacrifices? Are links between being generous and being self-disciplined? • Look for similarities and differences between sacrifice at Easter and Id as the end of a time of sacrifice. • Think of reasons why Muslims celebrate Id ul Fitr Describe ways in which Ramadan and Eid show commitment to Allah. • Describe the link between a selection of Pesach symbols and the story of Pesach. • Give simple reasons for why Jewish people celebrate Pesach annually. • Make links between the ideas of Pesach e.g. sacrifice, hope, sadness or joy and their own life. • Consider questions such as: Can the real meaning of a festival be preserved, or do the shops and shopping always take over? • Look for similarities and differences between the beliefs that festivals express. • Explain what the story of Divali/Easter/Pesach/ Id might mean to a believer today.

	• Ask important questions about belief in Jesus, e.g. what different beliefs about Jesus are held? Why? • Describe their designs for a work of creative art that expresses reasons why Jesus is inspiring. • Apply and express their understanding and ideas about Jesus as an inspiration to Christians and to others. • Describe what Saint Paul called 'the Fruit of the Spirit'. • Consider questions such as: how can inspiration make people more determined to be good? • Connect the 'fruit of the spirit' with the example of Jesus, life, death and teaching. • Think about reasons why some people say that following Jesus helps them to be strong. • Use the idea of 'being inspiring' as a way of thinking about the people who love us and who we copy or follow. • Express their own ideas about sources of inspiration in their own lives. • Retell a story of someone who has inspired them. • Describe what makes their inspiring person special, relating their understanding to Christian belief about Jesus.	
Vocab learnt	Inspiring, miracle, sacrifice, role model, parables, gospel, Holy Week, Easter, incarnation, salvation & resurrection.	Event, festival, Christmas, Easter, Pentecost., Harvest, Diwali, Pesach, Rosh Hashanah, Yom Kippur, Eid, symbols, rituals & fasting.

Subject – Music. Topic – SINGING	
Curriculum Coverage	Pupils should be taught to sing with increasing confidence and control. Learn to sing and to use their voices, to create and compose music on their own and with others.
Rational	inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.
Pedagogy	In order to take part in musical performances throughout the autumn terms i.e. Christmas choir and celebration assesmblies.
Enhancements	Performing at the Christmas market. Performing at the Christmas assemblies for parents.
Skills developed (transferable)	I know how to breathe in the correct place when singing. I know how to sing in harmony confidently and accurately. I know how to maintain my part whilst others are performing their part. I know how to perform parts from memory. I know how to improvise within a group using melodic and rhythmic phrase. I know how to take the lead in a performance.
Knowledge acquired (Subject specific)	listen with attention to detail and recall sounds with increasing aural memory -use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians -develop an understanding of the history of music.

Subject – P.E. Topic – Football	
Curriculum Coverage	**Football:** • **Display an understanding of fair play, working well with others and leading a medium sized group.** • **Field, defend and attack tactically by anticipating the direction of play.** **Utilise new skills in competitive situations, as an individual or part of a team.**
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	**Small sided and large sided games each lesson builds on the skills from the previous session to ultimately end up playing competitive team games using their skills acquired successfully. Work on improving their performance in running, jumping and throwing.**
Enhancements	**Cluster tournaments & Sports Day.**
Skills developed (transferable)	**Children should be able to:** • **Follow instructions & select the correct teaching point when given 2 options i.e Heel, laces or instep.** • **Use teaching points to pass with some consistent success.** • **Use K+U of teaching points to help their peers improve.** • **Use teaching points to select passes with some consistent success.**
Knowledge acquired (Subject specific)	**Children should know:** • **How to pass effectively.** • **How to use knowledge of technique to suggest ways for peer's to improve.** • **How to use teaching points to shoot effectively.** • **How to use teaching points to select passes effectively.**

Subject – PE. Topic – Basketball	
Curriculum Coverage	**Basketball** • **Play competitive games modified where appropriate** • **Display an understanding of fair play, working well with others and leading a medium sized group.** • **Field defend and attack tactically by anticipating the direction of play.** • **Utilise new skills in competitive situations, as an individual or part of a team.**
Rational	This Basketball unit will teach the pupild the skills players need to play both defensively and offensively. The children will learn how to dribble and pass the ball using a range of different techniques. Defensively, they will develop their skills of marking including man-to-man marking. Offensively, they will learn how to get free from a defender, how to shield the ball and the skill of pivoting. They will also learn some of the rules of the game and to play as part of a team in a mini-tournament, putting their newly developed skills into practise. Evaluating their own performance will round off the unit
Pedagogy	**Small sided and large sided games each lesson builds on the skills from the previous session to ultimately end up playing competitive team games using their skills acquired successfully. Work on improving their performance in running, jumping and throwing.**
Enhancements	Cluster tournaments and sports day
Skills developed (transferable)	• To be able to dribble with a basketball • To use a variety of techniques to pass a basketball • To move effectively around the court • To use strategies to keep possession of the ball • Use skills to get away from a defender • To apply our basketball skills when playing as part of a team in a game. • To evaluate my performance.
Knowledge acquired (Subject specific)	• To know how to hold, pass and dribble a basketball • To know the rules of a basketball game • To know how to pivot • How to mark a player effectively

Subject - Computing. Topic – Word Processing	
Curriculum Coverage	Pupils should be taught: • To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
Rational	This word processing unit will link with our Topic work on Mexico. The children will use the internet to research a place of interest in Mexico (Physical features) such as the Lacandon jungle. They will then work in pairs to produce an informative poster of the location. Using a range of text types, text boxes and the insertion of images. Children will evaluate their own and others' completed work.
Pedagogy	In lessons, both iPads and laptops will be sued to help develop the children's competency using IT with a range of devices. Children will have access to more than one type of software in various topics e.g. in programming they will use turtle academy and scratch junior, so they c experience different operating systems but understand they serve the same purpose. More than one type of internet browser is used so that children can understand why there are more one type even though they serve the same purpose and how companies use them to gather data on the user etc. Children will use IT in every lesson to help develop various skills as well as deepening their knowledge f IT, the internet and computing.
Enhancements	Different devices are available for children to use in lessons. Children have access to more than one type of software to broaden their experience. Seesaw is available for children and staff to record children's learning. Twinkl planning is used to ensure there is a broad and balanced curriculum but also a clear develop of skills.
Skills developed (transferable)	Children should be able to: • Select, edit and manipulate text in different ways. • Insert an image into a document. • Format an image. • Use formatting tools to improve the layout. • Use the spellcheck tool. • Insert a simple table. • Change the size of the page. • Use some of the main keyboard shortcuts. • Suggest ways to improve a layout. • Apply specific effects to an image. • Add a spelling to the spelling dictionary. • Add or delete rows or columns in a table. • Suggest ways to change a table. • Type at an appropriate speed. • Choose a relevant website to link a document to. • Create a hyperlink. • Change a homophone that is in the incorrect form. • Format the borders of the cells within a table. • Apply their knowledge of tools and techniques to improve the layout of a document. • Change the background colour of the page. • Format a hyperlink and find an appropriate place to insert it.

Subject - MFL.Topic – Les monstres	
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: • Have a developing understanding of the way sounds are represented in writing. • Accurately copy write, some key words from the unit. • Sing a song from memory. • Recognise and respond to instructions including parts of the body. • Describe numbers of body parts.
Knowledge acquired (Subject specific)	Children should know: • The names for the main parts of the body. • Numbers to 10. • How to use newly learnt vocabulary to describe themselves and others. • A traditional French song and dance.
Vocab learnt	Qu'est-ce que c'est, C'est la/le/les, la tête, le nez, la bouche, les yeux, l'oeil (m), les oreilles, l'oreille (f), les épaules, l'épau, le (f), les genoux, le genou, les pieds, le pied, la jambe, le bras, le coude, les doigts, les orteils, Il/elle est, grand(e), petit(e), gros(se), long(ue), J'ai, Il/elle a

Subject - MFL.Topic – Le calendrier des fetes	
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: • Recite the months in order. • State, in French, the month in which they were born. • Say the date in French. • Talk about some similarities and differences between festivals celebrated in France, and in their own country – including Christmas.
Knowledge acquired (Subject specific)	Children should know: • The months and dates in French. • A range of different festivals celebrated in French. • Know different Christmas traditions in France.
Vocab learnt	les mois, les mois de l'année, janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre, C'est … pour, après, avant, On compte, Numbers 1 -31, les numéros de téléphone, la date, Quelle est la date aujourd'hui?, Aujourd'hui c'est le 18 mars, Aujourd'hui c'est lundi 25 avril, les saisons, au printemps, en automne, en hiver

Subject – PSHCE/SRE. Topic – Relationships	
Curriculum Coverage	Relationships Education
Rational	This unit will focus on peer to peer friendships and how to maintain those friendships. We will look at what a good friend is and compare this with negative relationships. Writing our own poetry based on this. We will look at situations and think about the advice we could give. We will link to our class novel The Boya t the Back of the class and identoify positive and negatoive relationships within this book. We will begin to look at what this looks like online.
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	Apply to online safety week next term Record and publish their own advice on friendships Anti bullying week
Skills developed (transferable)	Pupils should be able to: • Understand what a positive friendship is including online friendships. • Know how to respond to hurtful behaviour. • Manage confidentiality including risks posed online. • Respect differences and similarities but also know how to discuss differences sensitively.
Knowledge acquired (Subject specific)	Pupils should know: • How to identify a positive friendship including ones online. • How to define confidentiality and explain when this may be required. • How to discuss matters sensitively.
Vocab learnt	Positive, relationship, confidentiality, sensitive, online safety, Feelings, empathy, friendships, actions, behaviour, consequences, acceptable, unacceptable, private, secrets, personal, safety, listening, viewpoints, opinions, respect, support, compromise, similarities, differences, collaborate, feedback, support, behaviour, consequences.