

Year 4 Overview

<p>Block 1 Topic: Vicious Vikings Book/Author: How to Train Your Dragon - Cressida Creswell Enrichment: Viking day in school British Values Focus: The Rule of Law GARP: The role of women in Viking times SCARF: Me and My Relationships English: Instructions, Recount and Syllabic Poetry Maths: Number and Place Value, addition and subtraction Science: Sound Geography: NA History - Chronology, Knowledge and Understanding of events, people and change in the past, Historical Enquiry Music - Brass Computing - iSafe French - Je Me Presente RE: Islam (99 names of Allah) PE: OAA and Tag rugby</p>	<p>Block 2 Topic: Marvellous Mexico Book/Author: The Chocolate Tree - Linda Lowry Enrichment: Mexican art workshop British Values Focus: Mutual Respect GARP: Multi-Cultural Mexico - Where are you from? Yamile Saied Mendez. SCARF: Valuing Difference English: Non-chronological report, Informal letter (postcard), Narrative (traditional folktale) Maths - Addition (cont), Length and perimeter, Multiplication and division Science: States of Matter Geography - North/South America, grid references, maps and atlases History - NA Music - Brass Computing - iProgram French - Ma Famille RE - Christianity (Symbols) Art - Frida Kahlo (Portraits) knowledge and understanding, generating ideas, drawing, colours and water colour painting. DT - Cooking and Nutrition PE - Gymnastics and netball</p>	<p>Block 3 Topic: 1066 Book/Author: Outlaw - Michael Morpurgo Enrichment: Peveril Castle British Values Focus: Tolerance GARP: Rebellion of women in 1070AD SCARF: Keeping Myself Safe English: Playscript, Character description, diary Maths: Multiplication and division (contd), Area, Fractions Science: Geography - NA History - Chronology, Knowledge and Understanding, Historical Interpretation, Historical Enquiry Music - Brass Computing - iMail French - Ches Moi RE - Islam (The Prophet Mohammed) Art - William Turner - sketching with pencil and charcoal, knowledge and understanding, generating ideas, evaluation. PE - Hockey and Dance</p>
<p>Block 4 Topic: Coast to Coast Book/Author: Flotsam - David Wiesner Enrichment: Dovedale (Fieldwork) British Values Focus: Individual liberty GARP: Greenhouse for Inuit's lifestyle.</p>	<p>Block 5 Topic: Gizmos and Gadgets Book/Author: Operation Gadgetman - Malorie Blackman Enrichment: 1 day creative workshop - with a female scientist to visit and inspire.</p>	<p>Block 6 Topic: Reuse, reduce, recycle Book/Author: The Animals of Farthing Wood - Colin Dann Enrichment: Attenborough Nature Reserve British Values Focus: Equality</p>

<p>SCARF: Rights and Responsibilities</p> <p>English - Persuasive advert, Setting description, free-verse poetry</p> <p>Maths - Fractions (cont), decimals</p> <p>Science - Animals including humans</p> <p>Geography - Coastal features, map symbols, land use, fieldwork</p> <p>History - NA</p> <p>Music - Brass</p> <p>Computing - iAnimate</p> <p>French - Au Café</p> <p>RE - Christianity (Forgiveness)</p> <p>Art - Observation/water colour/landscapes - Scot Naismith</p> <p>DT - STEM (Structures)</p> <p>PE - Basketball and Handball</p>	<p>British Values Focus: Democracy</p> <p>GARP: The role of women in STEM</p> <p>SCARF: Being My Best</p> <p>English: Biography, Explanation, Formal letter</p> <p>Maths: Decimals, money, time</p> <p>Science - Electricity</p> <p>Geography - NA</p> <p>History - Chronology, impact of inventions on life today.</p> <p>Music - Brass</p> <p>Computing - iProgram unit 2</p> <p>French - En Classe</p> <p>RE - Islam (The Qur'an)</p> <p>Art - NA</p> <p>PE - Tennis and Football</p>	<p>GARP: Habitat destruction (deforestation)</p> <p>SCARF: Growing and Changing</p> <p>English - Balanced argument, Dialogue, newspaper report</p> <p>Maths - Statistics, Geometry</p> <p>Science - Living things and their habitats</p> <p>Geography - climate zones</p> <p>History - NA</p> <p>Music - Brass</p> <p>Computing - iData</p> <p>French - Goldilocks</p> <p>RE - Christianity (Special Places)</p> <p>Art - Stitching</p> <p>DT - Textiles - sustainable fashion (recycled materials) Eco fashion.</p> <p>PE - Rounders and Athletics</p>
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English - Year 4

On-going LEAPS (to be taught in every unit/ block)

The Writing Process	Before I write	<ul style="list-style-type: none"> I can discuss example texts so that I can learn from their structure, vocabulary and grammar. I can discuss and record a range of useful ideas.
	When I am writing	<ul style="list-style-type: none"> I can think of and practise my sentences orally and improve them as I say them aloud.
	After I have written	<ul style="list-style-type: none"> I can assess how effective my peer's writing is and give them a 'next step'. I can suggest a better choice of vocabulary and some punctuation for effect. I can re-read my writing and check for errors in spelling, grammar and punctuation and correct some of these errors. I can read my writing aloud to the whole class, with appropriate intonation to make the meaning clear.
		<ul style="list-style-type: none"> I am continuing to build up speed. I am consolidating consistency in size, proportion, fluency and spacing between letters and words. I can use a range of presentational skills. E.g. print script for captions, sub-headings and labels; capital letters for posters, title pages and headings; a range of computer generated fonts and point sizes.

Handwriting		<ul style="list-style-type: none"> • I continue to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. • I continue to increase the legibility, consistency and quality of my handwriting. • I use joined handwriting for all writing except where other special forms are required. • I know when to use: <ul style="list-style-type: none"> -a clear, neat hand for finished presented work. -informal writing for everyday informal work, rough drafting etc. <ul style="list-style-type: none"> • I use a range of presentational skills, e.g. <ul style="list-style-type: none"> -print script for captions, sub-headings and labels; -capital letters for posters, title pages and headings; -a range of computer generated fonts and point sizes. • I am increasing the legibility, consistency and quality of my handwriting,
Spelling		<ul style="list-style-type: none"> • I can spell most of the Year 1 and 2 common exception words. • I can spell most words on the Year 3 and 4 word list. • I can apply spelling rules and guidance. • I can use the first two or three letters of a word to check its spelling in a dictionary. • I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Reading	Range of Reading	<ul style="list-style-type: none"> • I listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books. • I am increasing my familiarity with a wide range of books, including fairy stories and myths and legends and can retell some of these orally. • I am preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action. • -I recognise some different forms of poetry. For example, free verse, narrative poetry.
	Fluency	<i>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</i>

<p style="text-align: center;">Block 1</p> <p>Subject/Conceptual knowledge/Skills: Instructions, recount and syllabic poetry.</p> <p>Text/ Novel: How to Train Your Dragon - Cressida Creswell.</p> <p>Key Vocabulary from Text: dragon, Vikings,</p>	<p style="text-align: center;">Block 2</p> <p>Subject/Conceptual knowledge/Skills: Non-chronological, formal letter and narrative.</p> <p>Text/ Novel: The Chocolate Tree - Linda Lowry</p> <p>Key Vocabulary from Text:</p>	<p style="text-align: center;">Block 3</p> <p>Subject/Conceptual knowledge/Skills: Play script, diary entry and character description.</p> <p>Text/ Novel: Outlaw - Michael Morpurgo</p> <p>Key Vocabulary from Text:</p>
<p><u>Block 1 Reading LEAPs:</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> I can use a dictionary to look up the meaning of an unfamiliar word I come across when I am reading. I can explain the meaning of some key vocabulary within the context of the text. <p>Inference/Prediction:</p> <ul style="list-style-type: none"> I can ask relevant questions to get a better understanding of a text. <p>Explanation:</p> <ul style="list-style-type: none"> I can identify the main purpose of a non-fiction text. <p>Retrieval:</p> <ul style="list-style-type: none"> I can answer questions about a text by locating the information needed. <p>Sequence/Summarising:</p> <ul style="list-style-type: none"> I can order and sequence key events across a range of fiction and non-fiction texts. 	<p><u>Block 2 Reading LEAPs:</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> I can use a dictionary to look up the meaning of an unfamiliar word I come across when I am reading. <p>Inference/Prediction:</p> <ul style="list-style-type: none"> I can ask relevant questions to get a better understanding of a text. <p>Explanation:</p> <ul style="list-style-type: none"> I can identify the main purpose of a non-fiction text. E.g. 'It's all about why going to the dentist is important and how you should look after your teeth'. <p>Retrieval:</p> <ul style="list-style-type: none"> I can use scanning to find specific words/phrases and numerical information. I can skim read a page/short chapter of text to retrieve the main information. <p>Sequence/Summarising:</p> <ul style="list-style-type: none"> I can order and sequence key events across a range of fiction and non-fiction texts. 	<p><u>Block 3 Reading LEAPs:</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> I can discuss and clarify the meanings of words, linking new meanings to known vocabulary. I can identify figurative language and understand how this affects meaning. I can find synonyms and distinguish shades of meaning in synonyms. <p>Inference/Prediction:</p> <ul style="list-style-type: none"> I can make inferences such as inferring characters' feelings, thoughts and motives from their actions. Explanation: I can identify some features of organisation at sentence and text level. For example, cliff hangers, bold lettering I can discuss words and phrases from a text and explain how they capture the reader's interest and imagination. <p>Retrieval:</p> <ul style="list-style-type: none"> I can use scanning to find specific words/phrases and numerical information. I can skim read a page/short chapter of text to retrieve the main information. <p>Sequence/Summarising:</p> <ul style="list-style-type: none"> I can order and sequence key events across a range of fiction and non-fiction texts.

Block 1 Writing LEAPS:

Unit 1-Instructions (2 weeks)

- I can identify and use co-ordinating conjunctions (FANBOYS) to create compound sentences mostly correctly.
- I can use a full stop to show a main clause has ended, or a conjunction to link another main clause. I do not run sentences together or comma splice (use a comma between main clauses).
- I can use capital letters, full stops, commas to separate items in a list, question marks and exclamation marks correctly in my writing for sentences, questions and commands or exclamations.
- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. E.g. the teacher ... expanded to: the strict maths teacher with curly hair.
- I can use a range of fronted adverbials (for time, place and manner) in my writing mostly correctly. E.g. Later that day... In the distance...As fast as he could...In admiration...
- I can identify and write complex sentences using a range of subordinating conjunctions.
- I can use interesting verbs and adverbs for effect.
- I can use commas after some fronted adverbs/adverbials. E.g. Long ago, there lived... Later that day, I went... Slowly, I crept...

Vocabulary for unit (to be displayed):

Main clause, coordinating conjunction, compound sentence, full stop, comma splice, noun, noun phrase, adjective, preposition, fronted adverbial, subordinate clause, complex sentence, verb, adverb

Unit 2- Recount (2 weeks)

Block 2 Writing LEAPS:

Unit 1-Folk Tale Narrative (3 weeks)

- I can identify and write complex sentences using a range of subordinating conjunctions.
- I can use some -ed, -ing and -ly openers to start my sentences. E.g. Worried, Running, Slowly.
- I can identify and use prepositions /prepositional phrases (indicating time, position, direction, possession, means) to start my sentences. E.g. During the film, At the station, Over the fence.
- I can use a range of fronted adverbials (for time, place and manner) in my writing mostly correctly. E.g. Later that day... In the distance...As fast as he could...In admiration...
- I can use inverted commas correctly to punctuate direct speech.
- I can use a new line for new speaker.
- I can use a comma after the reporting clause at the start of direct speech. E.g. The conductor shouted, "Get off the bus!".
- I can use a range of rules to form verbs in the simple past tense and past progressive tense mostly correctly, including irregular verbs and verbs of more than one syllable. E.g. planned, went, had, preferred, hoping, running, gardening.
- I can use some -ed, -ing and -ly openers to start my sentences. E.g. Worried, Running, Slowly.

I can use commas after some fronted adverbs/adverbials. E.g. Long ago, there lived... Later that day, I went... Slowly, I crept

- I can use paragraphs to organise my ideas around a theme.
- I can use capital letters, full stops, commas to separate items in a list, question marks and exclamation marks correctly in my writing for sentences, questions and commands or exclamations.
- I can use a full stop to show a main clause has ended, or a conjunction to link another main

Block 3 Writing LEAPS:

Unit 1- Character Description (2 weeks)

- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. E.g. the teacher ... expanded to: the strict maths teacher with curly hair.
- I can use similes for effect. E.g. He ran as fast as a cheetah.
- I can use metaphors for effect. E.g. The sun is a ball of fire.
- I can use the possessive apostrophe accurately in words with regular and irregular plurals. The girls' names were written on the board. The children's favourite food is pizza.
- I can use a range of rules to form verbs in the simple past tense and past progressive tense mostly correctly, including irregular verbs and verbs of more than one syllable. E.g. planned, went, had, preferred, hoping, running, gardening.
- I can identify and write complex sentences using a range of subordinating conjunctions.
- I can use interesting verbs and adverbs for effect.
- I can vary the length of my sentences to create pace in my writing.
- I can use pronouns in the place of names and other nouns (personal - he, she, we, they, it; possessive - my, his, her, their) to aid cohesion and avoid repetition. E.g. Amy had a bike. She loved it very much. Her brother was jealous. He wanted it.

Vocabulary for unit (to be displayed):

Unit 2- Play script (2 weeks)

- I can identify and use subordinating conjunctions of time (when, before, until, as soon as) place (where, wherever) and cause (since, because, so that) to create complex sentences.

- I can identify and use subordinating conjunctions of time (when, before, until, as soon as) place (where, wherever) and cause (since, because, so that) to create complex sentences.
- I can identify and write complex sentences using a range of subordinating conjunctions.
- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. E.g. the teacher ... expanded to: the strict maths teacher with curly hair.
- I can use paragraphs to organise my ideas around a theme.
- I can use apostrophes for omission and singular possession mostly correctly.
- I can use a range of fronted adverbials (for time, place and manner) in my writing mostly correctly. E.g. Later that day... In the distance...As fast as he could...In admiration...
- I can use interesting verbs and adverbs for effect.
- I can use pronouns in the place of names and other nouns (*personal* - he, she, we, they, it; *possessive* - my, his, her, their) to aid cohesion and avoid repetition. E.g. Amy had a bike. **She** loved it very much. **Her** brother was jealous. **He** wanted it.
- I can use capital letters, full stops, commas to separate items in a list, question marks and exclamation marks correctly in my writing for sentences, questions and commands or exclamations.
- I can use a full stop to show a main clause has ended, or a conjunction to link another main clause. I do not run sentences together or comma splice (use a comma between main clauses).
- I can use commas after some fronted adverbs/adverbials. E.g. Long ago, there lived... Later that day, I went... Slowly, I crept

Vocabulary for unit (to be displayed):

- clause. I do not run sentences together or comma splice (use a comma between main clauses).
- I can use inverted commas correctly to punctuate direct speech.
 - I can use a new line for new speaker.
 - I can use a comma after the reporting clause at the start of direct speech. E.g. The conductor shouted, "Get off the bus!".
 - I can use the correct punctuation for the end of speech within inverted commas (only a full stop if the speech is after the reporting clause).
 - I can use commas after some fronted adverbs/adverbials. E.g. Long ago, there lived... Later that day, I went... Slowly, I crept...
 - I can use interesting verbs and adverbs for effect.
 - I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. E.g. the teacher ... expanded to: the strict maths teacher with curly hair.
 - I can vary the length of my sentences to create pace in my writing.

Vocabulary for unit (to be displayed):

Unit 2- Non-chronological report (2 weeks)

- I can use paragraphs to organise my ideas around a theme.
- I can use headings and sub-headings to organise my ideas.
- I can use pronouns in the place of names and other nouns (*personal* - he, she, we, they, it; *possessive* - my, his, her, their) to aid cohesion and avoid repetition. E.g. Amy had a bike. **She** loved it very much. **Her** brother was jealous. **He** wanted it.
- I can use some connectives to show the relationship between ideas/sentences. E.g.

- I can identify and use co-ordinating conjunctions (FANBOYS) to create compound sentences mostly correctly.
- I can form a range of adverbs by applying the rules for using the suffix -ly. E.g. hopefully luckily, carelessly, dramatically.
- I can use capital letters, full stops, commas to separate items in a list, question marks and exclamation marks correctly in my writing for sentences, questions and commands or exclamations.
- I can identify and use the simple present tense and the present progressive tense in my writing mostly correctly. E.g. He copies. We are planning.
- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition.

Vocabulary for unit (to be displayed):

Unit 3- Diary Entry (2 weeks)

- I can use a range of fronted adverbials (for time, place and manner) in my writing mostly correctly. E.g. Later that day... In the distance...As fast as he could...In admiration...
- I can use interesting verbs and adverbs for effect.
- I can use paragraphs to organise my ideas around a theme.
- I can identify and use subordinating conjunctions of time (when, before, until, as soon as) place (where, wherever) and cause (since, because, so that) to create complex sentences.
- I can identify and write complex sentences using a range of subordinating conjunctions.
- I can use apostrophes for omission and singular possession mostly correctly.
- I can use noun phrases which are expanded by adding modifying adjectives, nouns and

Unit 3- Syllabic Poetry

- I can use interesting verbs and adverbs for effect.
- I can write poems, varying the length of sentences for poetic effect.
- I can explore and use poetic devices such as alliteration, rhyme and repetition.
- I can use figurative language, including similes, metaphors and personification, sometimes extending these for poetic effect.
- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases for effect.
- I can use powerful verbs, interesting adjectives, including comparatives and superlatives, and adverbs for poetic effect.

Vocabulary for unit (to be displayed):

Block 1 Handwriting

- Revise letter formation a-z both upper and lower case. Trouble shooting any handwriting issues- revise any commonly mis-formed letters both upper and lower case

Block 1 Spelling

- Endings which sound like /ʃən/, spelt -tion, -sion, -ssion and -cian
- Common exception words

however, on the other hand, although, nevertheless, even though.

- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. E.g. the teacher ... expanded to: the strict maths teacher with curly hair.
- I can use a range of fronted adverbials (for time, place and manner) in my writing mostly correctly. E.g. Later that day... In the distance...As fast as he could...In admiration...

Vocabulary for unit (to be displayed):

Unit 3- Informal Letter (2 weeks)

- I can use a range of rules to form verbs in the simple present and present progressive mostly correctly. E.g. is running, is hoping.
- I can identify and use the simple present tense and the present progressive tense in my writing mostly correctly. E.g. He copies. We are planning.
- I can identify and write sentences in the present perfect form to describe an action that has already occurred but continues to happen. E.g. He lived there for three years. He has lived there for three years.
- I can use capital letters, full stops, commas to separate items in a list, question marks and exclamation marks correctly in my writing for sentences, questions and commands or exclamations.
- I can use a full stop to show a main clause has ended, or a conjunction to link another main clause. I do not run sentences together or comma splice (use a comma between main clauses).
- I can use apostrophes for omission and singular possession mostly correctly.
- I can identify and use co-ordinating conjunctions (FANBOYS) to create compound sentences mostly correctly.
- I can identify and use subordinating conjunctions of time (when, before, until, as soon as) place

preposition phrases. E.g. the teacher ... expanded to: the strict maths teacher with curly hair.

- I can use pronouns in the place of names and other nouns (*personal* - he, she, we, they, it; *possessive* - my, his, her, their) to aid cohesion and avoid repetition. E.g. Amy had a bike. **She** loved it very much. **Her** brother was jealous. **He** wanted it.
- I can use capital letters, full stops, commas to separate items in a list, question marks and exclamation marks correctly in my writing for sentences, questions and commands or exclamations.
- I can use a full stop to show a main clause has ended, or a conjunction to link another main clause. I do not run sentences together or comma splice (*use a comma between main clauses*).
- I can use commas after some fronted adverbs/adverbials. E.g. Long ago, there lived... Later that day, I went... Slowly, I crept

Vocabulary for unit (to be displayed):

Block 3 Handwriting

- Revision of horizontal joins to letters without ascenders, e.g. ou, vi using any examples
- Joining on from letter p- pa,pr,pe,pi
- Joining on from letter b- ba,be,bi,bo,bu

Block 3 Spelling

- The suffix -ous
- Common exception words

	<p>(where, wherever) and cause (since, because, so that) to create complex sentences.</p> <p>Vocabulary for unit (to be displayed):</p> <p><u>Block 2 Handwriting</u></p> <ul style="list-style-type: none"> • Revision of diagonal joins to letters without ascenders using any examples, e.g. ai, ar, un; <p><u>Block 2 Spelling</u></p> <ul style="list-style-type: none"> • The suffixes -ation and -sion • Common exception words 	
<p style="text-align: center;">Block 4</p> <p>Subject/Conceptual knowledge/Skills: Persuasive advert, setting description and free verse poetry.</p> <p>Text/ Novel: Flotsam - David Wiesner</p> <p>Key Vocabulary from Text:</p>	<p style="text-align: center;">Block 5</p> <p>Subject/Conceptual knowledge/Skills: Biography, Explanation, Formal letter</p> <p>Text/ Novel: Operation Gadgetman - Malorie Blackman</p> <p>Key Vocabulary from Text:</p>	<p style="text-align: center;">Block 6</p> <p>Subject/Conceptual knowledge/Skills: Balanced argument, dialogue and newspaper report.</p> <p>Text/ Novel: The Animals of Farthing Wood</p> <p>Key Vocabulary from Text:</p>
<p><u>Block 4 Reading LEAPs:</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • I can identify figurative language and understand how this affects meaning. • I can find synonyms and distinguish shades of meaning in synonyms. <p>Inference/Prediction:</p> <ul style="list-style-type: none"> • I can ask relevant questions to get a better understanding of a text. <p>Explanation:</p> <ul style="list-style-type: none"> • I can independently justify my views about what I have read. 	<p><u>Block 5 Reading LEAPs:</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • I can discuss and clarify the meanings of words, linking new meanings to known vocabulary. • I can explain the meaning of some key vocabulary within the context of the text. <p>Inference/Prediction:</p> <ul style="list-style-type: none"> • I can ask relevant questions to get a better understanding of a text. • I can justify my inferences with evidence <p>Explanation:</p>	<p><u>Block 6 Reading LEAPs:</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • I can discuss and clarify the meanings of words, linking new meanings to known vocabulary. • I can explain the meaning of some key vocabulary within the context of the text. <p>Inference/Prediction:</p> <ul style="list-style-type: none"> • I can make inferences such as inferring characters' feelings, thoughts and motives from their actions.

- I can discuss words and phrases from a text and explain how they capture the reader's interest and imagination.

Retrieval:

- I can use scanning to find specific words/phrases and numerical information.
- I can skim read a page/short chapter of text to retrieve the main information.

Sequence/Summarising:

- I can summarise the main ideas drawn from more than one paragraph.

- I can identify the main purpose of a non-fiction text.
- I can identify a range of different types of non-fiction writing by recognising features such as greetings in letters and the use of first person in diaries and begin to comment on why the author might have chosen these features.

Retrieval:

- I can answer questions about a text by locating the information needed.
- I understand how to use all aspects of a text to answer questions e.g. labels, captions diagrams.

Sequence/Summarising:

- I can identify main ideas drawn from more than one paragraph.
- I can summarise the main ideas drawn from more than one paragraph.

- I can justify my inferences with evidence.
- I can make sensible predictions based on what I have read.
- I can justify my predictions with evidence.

Explanation:

- I can identify the main purpose of a non-fiction text.
- -I can identify some features of organisation at sentence and text level. For example, cliff hangers, bold lettering.
- -I can independently justify my views about what I have read.

Retrieval:

- I can use scanning to find specific words/phrases and numerical information.
- -I can skim read a page/short chapter of text to retrieve the main information.

Sequence/Summarising:

- I can identify main ideas drawn from more than one paragraph.
- I can summarise the main ideas drawn from more than one paragraph.

Block 4 Writing LEAPS:

Unit 1-Free Verse Poetry (2 weeks)

- I can use similes for effect. E.g. He ran as fast as a cheetah.
- I can use metaphors for effect. E.g. The sun is a ball of fire.
- I can use personification for effect. E.g. The leaves danced in the breeze.
- I can write poems, varying the length of sentences for poetic effect.
- I can use verses to group related sentences.
- I can explore and use poetic devices such as alliteration, rhyme and repetition.
- I can write poems using all four sentence types, experimenting with punctuation.

Block 5 Writing LEAPS:

Unit 1-Formal Letter (2 weeks)

- I can use a range of rules to form verbs in the simple present and present progressive mostly correctly. E.g. is running, is hoping.
- I can identify and use the simple present tense and the present progressive tense in my writing mostly correctly. E.g. He copies. We are planning.
- I can identify and write sentences in the present perfect form to describe an action that has already occurred but continues to happen. E.g. He lived there for three years. He has lived there for three years.
- I can vary the length of my sentences to create pace in my writing.

Block 6 Writing LEAPS:

Unit 1- Balanced Argument (2 weeks)

- I can use some connectives to show the relationship between ideas/sentences. E.g. however, on the other hand, although, nevertheless, even though.
- I can identify and use the simple present tense and the present progressive tense in my writing mostly correctly. E.g. He copies. We are planning.
- I can identify and write sentences in the present perfect form to describe an action that has already occurred but continues to happen. E.g. He lived there for three years. He has lived there for three years
- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. E.g. the teacher ...

- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases for effect.
- I can use powerful verbs, interesting adjectives, including comparatives and superlatives, and adverbs for poetic effect

Vocabulary for unit (to be displayed):

Unit 2- Persuasive Advert

- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. E.g. the teacher ... expanded to: the strict maths teacher with curly hair.
- I can vary the length of my sentences to create pace in my writing.
- I can identify and use the simple present tense and the present progressive tense in my writing mostly correctly. E.g. He copies. We are planning.
- I can identify and write a wide range of different sentence forms in my writing, including: statements, commands, questions (including rhetorical questions) and exclamation sentences.
- I can use some connectives to show the relationship between ideas/sentences. E.g. however, on the other hand, although, nevertheless, even though.
- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. E.g. the teacher ... expanded to: the strict maths teacher with curly hair.
- I can identify and write complex sentences using a range of subordinating conjunctions.
- I can identify and use co-ordinating conjunctions (FANBOYS) to create compound sentences mostly correctly.
- I can use pronouns in the place of names and other nouns (*personal* - he, she, we, they, it; *possessive* - my, his, her, their) to aid cohesion and avoid repetition. E.g. Amy had a bike. **She**

- I can identify and use the simple present tense and the present progressive tense in my writing mostly correctly. E.g. He copies. We are planning.
- I can identify and write a wide range of different sentence forms in my writing, including: statements, commands, questions (including rhetorical questions) and exclamation sentences.
- I can identify and write complex sentences using a range of subordinating conjunctions.
- I can identify and use co-ordinating conjunctions (FANBOYS) to create compound sentences mostly correctly.
- I can use some connectives to show the relationship between ideas/sentences. E.g. however, on the other hand, although, nevertheless, even though

Vocabulary for unit (to be displayed):

Unit 2- Explanation

- I can identify and write a wide range of different sentence forms in my writing, including: statements, commands, questions (including rhetorical questions) and exclamation sentences.
- I can use capital letters, full stops, commas to separate items in a list, question marks and exclamation marks correctly in my writing for sentences, questions and commands or exclamations.
- I can identify and use the simple present tense and the present progressive tense in my writing mostly correctly. E.g. He copies. We are planning.

Vocabulary for unit (to be displayed):

Unit 3- Biography

expanded to: the strict maths teacher with curly hair.

- I can use paragraphs to organise my ideas around a theme.
- I can identify and write complex sentences using a range of subordinating conjunctions.
- I can identify and use co-ordinating conjunctions (FANBOYS) to create compound sentences mostly correctly.

Vocabulary for unit (to be displayed):

Unit 2- Dialogue

- I can use inverted commas correctly to punctuate direct speech.
- I can use a new line for new speaker.
- I can use a comma after the reporting clause at the start of direct speech. E.g. The conductor shouted, "Get off the bus!".
- I can use the correct punctuation for the end of speech within inverted commas (only a full stop if the speech is after the reporting clause).
- I can use a range of rules to form verbs in the simple past tense and past progressive tense mostly correctly, including irregular verbs and verbs of more than one syllable. E.g. planned, went, had, preferred, hoping, running, gardening.
- I can use some -ed, -ing and -ly openers to start my sentences. E.g. Worried, Running, Slowly.
- I can use commas after some fronted adverbs/adverbials. E.g. Long ago, there lived... Later that day, I went... Slowly, I crept...
- I can identify and write complex sentences using a range of subordinating conjunctions.
- I can use some -ed, -ing and -ly openers to start my sentences. E.g. Worried, Running, Slowly.

loved it very much. Her brother was jealous. He wanted it

Vocabulary for unit (to be displayed):

Unit 3- Setting Description

- I can use a range of fronted adverbials (for time, place and manner) in my writing mostly correctly. E.g. Later that day... In the distance...As fast as he could...In admiration
- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. E.g. the teacher ... expanded to: the strict maths teacher with curly hair.
- I can use a range of rules to form verbs in the simple past tense and past progressive tense mostly correctly, including irregular verbs and verbs of more than one syllable. E.g. planned, went, had, preferred, hoping, running, gardening.
- I can identify and write complex sentences using a range of subordinating conjunctions.
- I can use interesting verbs and adverbs for effect.
- I can vary the length of my sentences to create pace in my writing.
- I can use similes for effect. E.g. He ran as fast as a cheetah.
- I can use metaphors for effect. E.g. The sun is a ball of fire.

Vocabulary for unit (to be displayed):

Block 4 Handwriting

- Revision of diagonal joins to letters with ascenders, e.g. ab, ul, it using any examples

- I can use a range of rules to form verbs in the simple past tense and past progressive tense mostly correctly, including irregular verbs and verbs of more than one syllable. E.g. planned, went, had, preferred, hoping, running, gardening.
- I can identify and use the simple past tense and the past progressive tense in my writing mostly correctly. E.g. I went out to play. I was going out to play.
- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. E.g. the teacher ... expanded to: the strict maths teacher with curly hair.
- I can identify and write some sentences in the past perfect form to describe an action that has happened before another action or before a specific time in the past. E.g. The plane had left by the time I got to the airport. I had just finished cooking when my guests arrived.
- I can use a range of fronted adverbials (for time, place and manner) in my writing mostly correctly. E.g. Later that day... In the distance...As fast as he could...In admiration...
- I can identify and write complex sentences using a range of subordinating conjunctions.
- I can use paragraphs to organise my ideas around a theme.

Vocabulary for unit (to be displayed):

Block 5 Handwriting

- Revision of horizontal joins to letters with ascenders, e.g. ol, wh, ot using any examples

Block 5 Spelling

- The /i/ sound spelt y elsewhere than at the end of words

- I can identify and use prepositions /prepositional phrases (indicating time, position, direction, possession, means) to start my sentences. E.g. During the film, At the station, Over the fence.
- I can use a range of fronted adverbials (for time, place and manner) in my writing mostly correctly. E.g. Later that day... In the distance...As fast as he could...In admiration...
- I can use interesting verbs and adverbs for effect.
- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. E.g. the teacher ... expanded to: the strict maths teacher with curly hair.

Vocabulary for unit (to be displayed):

Unit 3- Newspaper Report

- I can identify and use the simple past tense and the past progressive tense in my writing mostly correctly. E.g. I went out to play. I was going out to play.
- I can identify and use prepositions /prepositional phrases (indicating time, position, direction, possession, means) to start my sentences. E.g. During the film, At the station, Over the fence.
- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. E.g. the teacher ... expanded to: the strict maths teacher with curly hair.
- I can use inverted commas correctly to punctuate direct speech.
- I can use a comma after the reporting clause at the start of direct speech. E.g. The conductor shouted, "Get off the bus!".

<p><u>Block 4 Spelling</u></p> <ul style="list-style-type: none"> • More prefixes • Common exception words 	<ul style="list-style-type: none"> • More prefixes • Common exception words 	<ul style="list-style-type: none"> • I can use the correct punctuation for the end of speech within inverted commas (only a full stop if the speech is after the reporting clause). <p>Vocabulary for unit (to be displayed):</p> <p><u>Block 6 Handwriting</u></p> <ul style="list-style-type: none"> • Joining on from letter p- pa,pr,pe,pi • Joining on from letter b- ba,be,bi,bo,bu • understand which letters, when adjacent to one another, are best left un-joined. <p><u>Block 6 Spelling</u></p> <ul style="list-style-type: none"> • The suffix -ous • Words with the /k/ sound spelt ch (Greek in origin) • Words with the /ʃ/ sound spelt ch (mostly French in origin) • Words ending with the /g/ sound spelt -que and the /k/ sound spelt -que (French in origin) • Common exception words
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Maths - Year 4

Block 1	Block 2	Block 3
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Subject/Conceptual knowledge/skills: Number and Place Value, Addition and Subtractions

LEAPS:

Place Value

- Reason about the location of any 4-digit number in the linear number system
- Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100
- Apply this to identify and work out how many 100s there are in other 4-digit multiples of 100
- Apply place value knowledge to known additive and multiplicative number facts (scaling facts by 100)
- Read scales/number lines marked in multiples of 1000 with 2, 4, 5 and 10 equal parts
- Compose and decompose 4-digit numbers using standard and non-standard partitioning
- Identify the previous and next multiple of 1000 and 100
- Round any number to the nearest 100 or 1000
- Count backward through zero to include negative numbers.
- Read and write numbers to 10,000 in numerals and words
- Order and compare numbers beyond 1000

Subject/Conceptual knowledge/skills: Addition and Subtraction, Length and Perimeter, Multiplication and Division

LEAPS:

Addition and Subtraction continued

- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

Length and Perimeter

- Measure and calculate the perimeter of a rectilinear figure
- Find the perimeter of regular and irregular polygons.
- Estimate, calculate and compare different measures
- Use decimal notation to record metric measures. E.g. kilograms, kilometres, metres, litres, pounds and pence
- Convert between different units of measure e.g. km to m; m to cm; cm to mm; kg to g; l to ml; hour to min; min to sec; year to month; week to days

Multiplication and Division

Subject/Conceptual knowledge/skills: Multiplication and Division, Area and Fractions.

LEAPS:

Multiplication and Division Continued

- Recognise and use factor pairs and commutativity in mental calculations
- Multiply numbers up to 3 digit numbers by a 1 digit number using the formal written method of short multiplication
- Solve division problems, with 2-digit dividends and 1-digit divisors, that involve remainders, and interpret remainders appropriately according to the context
- Pupils solve two-step problems in contexts, choosing the appropriate operation, working with increasingly harder numbers.
- Solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by 1-digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects

Area

- Identify, represent and estimate numbers using different representations
- **Recognise and understand the place value of each digit in a four digit number and to one decimal place.**
- **Round any number to the nearest 10, 100 or 1000**
- Read Roman numbers to 100 (put into historical contexts)
- Solve word problems involving all of the above and increasingly large positive number

Addition and Subtraction

- Recall and use addition and subtraction facts to 1000.
- Derive and use addition and subtraction facts for 1 and 10, up to 1 decimal place
- Add and subtract numbers with up to 4 digits and decimals with up to 2 decimal places using the formal method of columnar addition and subtraction where appropriate, including exchanging.
- Estimate and use inverse operations to check answers to a calculation.

Vocabulary:

Ten thousand, hundred thousand, million, next, consecutive, integer, positive, negative, above/below zero,

- **Count in multiples of six, seven, nine, twenty-five and one thousand**
- **Multiply and divide whole numbers by 10 and 100, and understand this as equivalent to making a number 10 times or 100 times the size, identifying the value of the digits in the answer as ones, tenths and hundredths**
- **Recall and use multiplication and division facts for multiplication tables up to 12×12**
- **Recognise products in multiplication tables as multiples of the corresponding number**
- Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers
- Practise mental methods and extend this to 3-digit numbers to derive facts, such as $2 \times 3 = 6$ so $600 \div 2 = 300$
- **Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication.**
- **Understand and apply the distributive property of multiplication**
- Multiply numbers up to 3 digit numbers by a 1 digit number using the formal written method of short multiplication
- **Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines**

- Find the area of a rectilinear shape by counting squares; Relate the area to arrays and multiplication

Fractions

- Count up and down in hundredths and 0.01; recognise that hundredths arise from dividing an object by one hundred and dividing tenths by ten.
- **Use unit fractions as the basis to understand non-unit fractions, improper fractions and mixed numbers, for example: $2/5$ is 2 one-fifths**
- **Recognise and show, using diagrams, families of common equivalent fractions**
- Write an equivalent fraction of a fraction given the denominator or numerator

Vocabulary:

Inverse, square, squared, cube, cubed, Area, covers,

square centimetre (cm²)

Hundredths, decimal, decimal fraction, decimal point, decimal place, decimal equivalent,

<p>negative numbers, round to the nearest thousand</p> <p>Inverse, addition, subtraction, decimal place, formal method, column, exchanging, estimate, calculation</p>	<p>marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts.</p> <ul style="list-style-type: none"> • Double and halve any 3-digit number by partitioning • Multiply together 3 numbers • Recognise and understand families of facts <p>Vocabulary: Inverse Area, covers, square centimetre (cm²) Inverse, square, squared, cube, cubed,</p>	
<p>Block 4 - Subject/Conceptual knowledge/skills: Fractions and Decimals</p> <p>LEAPS: <u>Fractions</u></p> <ul style="list-style-type: none"> • Recognise, find and write fractions of a discrete set of objects, including measures and shapes; unit fractions and non-unit fractions with small denominators • Compare and order unit fractions and fractions with the same denominator • Convert mixed numbers to improper fractions and vice versa • Add and subtract improper and mixed number fractions with the same denominator, including bridging whole numbers 	<p>Block 5 - Subject/Conceptual knowledge/skills: Decimals, Money and Time</p> <p>LEAPS: <u>Decimals continued</u></p> <ul style="list-style-type: none"> • Compare numbers with the same number of decimal places up to two decimal places • Double any decimal to 1 decimal place • Derive and use addition and subtraction facts for 1 and 10, up to 1 decimal place • Round decimals with one decimal place to the nearest whole number. <p><u>Measure: Money</u></p> <ul style="list-style-type: none"> • Use decimal notation to record metric measures. E.g. pounds and pence 	<p>Block 6 - Subject/Conceptual knowledge/skills: Statistics and Geometry</p> <p>LEAPS: <u>Statistics</u></p> <ul style="list-style-type: none"> • Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs • Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs <p><u>Geometry: Properties of shape</u></p> <ul style="list-style-type: none"> • Identify line symmetry in 2D shapes presented in different orientations.

- Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- Reason about the location of mixed numbers in the linear number system

Decimals

- Read and write numbers with two decimal places
- Recognise and write decimal equivalents of any number of tenths or hundredths
- Connect hundredths and tenths to their place value and decimal measure
- Solve simple measure and money problems involving fractions and decimals to two decimal places
- Recognise and write decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$
- Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$

Vocabulary: Hundredths, decimal, decimal fraction, decimal point, decimal place, decimal equivalent,

- Estimate, compare and calculate different measures, including money in pounds and pence

Measure: Time

- Convert between different units of measure e.g. hour to min; min to sec; year to month; week to days
- 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.

Vocabulary: Survey, questionnaire, data
Justify, make a statement

- Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.
- Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal
- Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- Identify acute and obtuse angles and order by size

Position and Direction

- Describe positions on a 2-D grid as coordinates in the first quadrant
- Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant.
- Describe movements between positions as translations of a given unit to the left/right and up/down

Vocabulary: Line, construct, sketch, centre, angle, right-angled, base, square-based, regular, irregular, 2D, two-dimensional, oblong, rectilinear, equilateral triangle, isosceles triangle, scalene triangle, heptagon, parallelogram, rhombus, trapezium, polygon, 3-D, three-dimensional, spherical, cylindrical, tetrahedron, polyhedron

		Degree, ruler, angle measurer, compass North-east, north-west, south-east, south-west, NE, NW, SE, SW, translate, translation, rotate, rotation, reflection, reflect
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Science - Year 4

<p>Block 1 Subject/Conceptual knowledge/skills: Sound</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can identify how sounds are made, associating some of them with something vibrating. • I can recognise that vibrations from sounds travel through a medium to the ear. • I can find patterns between the pitch of a sound and features of the object that produced it. • I can find patterns between the volume of a sound and the strength of the vibrations that produced it. • I can recognise that sounds get fainter as the distance from the sound source increases. • I can investigate how pitch and volume can be altered in a variety of ways. <p>Key Questions How can you change the volume of a sound? How does the size of an ear trumpet affect the volume of sound detected? How does the type of material affect how well it blocks a sound? How does thickness of material affect how well it blocks a sound?</p>	<p>Block 2 Subject/Conceptual knowledge/skills: States of Matter Working scientifically, reactions</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can compare and group materials together, according to whether they are solids, liquids or gases. • I can 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) • I can identify the part played by evaporation and condensation in the water cycle. • I can associate the rate of evaporation with temperature. • I can explore a variety of everyday materials and develop simple definitions (solids, liquids and gases) • I can investigate water as a solid, liquid and gas. • I can explore the effect of heat on butter or chocolate. <p>Working Scientifically:</p>	<p>Block 3 Subject/Conceptual knowledge/skills:</p>
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<p>Which materials vibrate better and produce louder sounds? Can we identify any patterns? Which materials make the best string telephone components? (tin cans, paper cups, plastic cups, wire, cable, string, plastic or elastic - predict and test) How does length of the tube (when making a straw oboe) affect the pitch and volume? Can you predict the relative pitch of tuning forks from the patterns of ripples they make in the water?</p> <p>Comparative tests How does the volume of a drum change as you move further away from it? How does the length of a guitar string/tuning fork affect the pitch of the sound? Are two ears better than one?</p> <p>Identify and Classify Which material is best to use for muffling sound in ear defenders?</p> <p>Observation over time When is our classroom the quietest?</p> <p>Pattern Seeking Is there a link between how loud it is in school and the time of day? If there is a pattern, is it the same in every area of the school?</p> <p>Research Do all animals have the same hearing range?</p> <p>Scientists: Aristotle (Sound Waves) Gailileo Galilei (Frequency and Pitch of Sound Waves) Alexander Graham Bell (Invented the Telephone)</p> <p>Working Scientifically:</p> <ul style="list-style-type: none"> • I can ask relevant questions and use different types of scientific enquiries to answer them. • I can identify differences, similarities or changes related to simple scientific ideas and processes • I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. 	<p>I can ask relevant questions and use different types of scientific enquiries to answer them. I can set up simple practical enquiries, comparative and fair tests. I can use straightforward scientific evidence to answer questions to support their findings I can identify differences, similarities or changes related to simple scientific ideas and processes I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Vocabulary: Solid, liquid, gas, state change, melting, freezing, melting point, boiling point, evaporation, temperature, water cycle.</p>	
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<ul style="list-style-type: none"> I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. <p>Vocabulary Sound, source, vibrate, vibration, travel, pitch (high, low), volume, faint, loud, insulation</p>		
<p>Block 4 Subject/Conceptual knowledge/skills: Animals including Humans</p> <p>LEAPS: I can describe the simple functions of the basic parts of the digestive system in humans. I can identify the different types of teeth in humans and their simple functions. I can construct and interpret a variety of food chains, identifying producers, predators and prey. I can compare teeth of carnivores and herbivores and suggest why they are different. I can find out what damages teeth and how to look after them. I can compare teeth of carnivores and herbivores and suggesting why they are different. I can find out what damages teeth and how to look after them.</p> <p>STEM: I can set up simple practical enquiries, comparative and fair tests. I can use straightforward scientific evidence to answer questions to support their findings I can identify differences, similarities or changes related to simple scientific ideas and processes I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p>	<p>Block 5 Subject/Conceptual knowledge/skills: Electricity</p> <p>LEAPS:</p> <ul style="list-style-type: none"> I can identify common appliances that run on electricity. I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. I can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. I can recognise some common conductors and insulators, and associate metals with being good conductors. I can draw simple series circuits as a pictorial representation. <p>Working Scientifically: I can set up simple practical enquiries, comparative and fair tests. I can use straightforward scientific evidence to answer questions to support their findings</p> <p>Vocabulary: Electricity, electrical appliance/device, mains, plug, electrical circuit, complete circuit, component, cell, battery, positive, negative, connect/connections, loose</p>	<p>Block 6 Subject/Conceptual knowledge/skills: Living things and their habitats</p> <p>LEAPS:</p> <p>Vocabulary: I can recognise that living things can be grouped in a variety of ways. I can identify a variety of living things from the local and wider environment. I can use classification keys to help group a variety of living things from the local and wider environment. (animals, flowering plants and non-flowering plants). I can recognise that environments can change and sometimes pose dangers to living things. I can raise and answer questions that help me to identify and study plants and animals in their habitats. I can identify how habitats change throughout the year.</p> <p>Key Vocabulary: Classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate</p>

<p>Vocabulary: Digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus, teeth, incisor, canine, molar, premolars, herbivore, carnivore, omnivore, producer, predator, prey, food chain</p>	<p>connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator, metal, non-metal, symbol</p>	
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PSHE (SCARF) - Year 4

<p>Block 1 Subject/Conceptual knowledge/skills: Me and my relationships, British Values, Self-esteem, Bullying, British Values</p> <p>LEAPS: I can...</p> <ul style="list-style-type: none"> • Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; • Explain how different words can express the intensity of feelings. • Explain what we mean by a 'positive, healthy relationship'; • Describe some of the qualities that they admire in others. • Recognise that there are times when they might need to say 'no' to a friend; • Describe appropriate assertive strategies for saying 'no' to a friend. • Demonstrate strategies for working on a collaborative task; • Define successful qualities of teamwork and collaboration. • Identify a wide range of feelings; 	<p>Block 2 Subject/Conceptual knowledge/skills: Valuing Difference, British Values, Bullying, Caring, Racism, Respect, Tolerance, Communication, Relationships</p> <p>LEAPS: I can...</p> <ul style="list-style-type: none"> • Define the terms 'negotiation' and 'compromise'; • Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. • Understand that they have the right to protect their personal body space; • Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; • Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. • Recognise that they have different types of relationships with people they 	<p>Block 3 Subject/Conceptual knowledge/skills: Keeping Myself Safe, Alcohol, Healthy, Lifestyles, Medicines, Assertiveness, Dares, Friendship, Risk-taking</p> <p>LEAPS: I can...</p> <ul style="list-style-type: none"> • Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; • Identify situations which are either dangerous, risky or hazardous; • Suggest simple strategies for managing risk. • Identify images that are safe/unsafe to share online; • Know and explain strategies for safe online sharing; • Understand and explain the implications of sharing images online without consent.
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- Recognise that different people can have different feelings in the same situation;
- Explain how feelings can be linked to physical state.
- Demonstrate a range of feelings through their facial expressions and body language;
- Recognise that their feelings might change towards someone or something once they have further information.
- Give examples of strategies to respond to being bullied, including what people can do and say;
- Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.

Vocabulary:

Feelings, physical states, positive, relationship, strategies, pressure, unhealthy, assertive, change

know (e.g. close family, wider family, friends, acquaintances);

- Give examples of features of these different types of relationships, including how they influence what is shared.
- List some of the ways that people are different to each other (including differences of race, gender, religion);
- Recognise potential consequences of aggressive behaviour;
- Suggest strategies for dealing with someone who is behaving aggressively.
- List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);
- Define the word *respect* and demonstrate ways of showing respect to others' differences.
- Understand and identify stereotypes, including those promoted in the media.

Vocabulary: negotiation, compromise, personal, actions, consequences, race, gender, stereotypes.

- Define what is meant by the word 'dare';
- Identify from given scenarios which are dares and which are not;
- Suggest strategies for managing dares.
- Understand that medicines are drugs;
- Explain safety issues for medicine use;
- Suggest alternatives to taking a medicine when unwell;
- Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).
- Understand some of the key risks and effects of smoking and drinking alcohol;
- Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).
- Understand some of the key risks and effects of smoking and drinking alcohol;
- Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).
- Understand that we can be influenced both positively and negatively;
- Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.

Vocabulary: danger, risk, hazard, dare, medicines, drugs, smoking, drinking, alcohol, positively, negatively.

<p>Block 4 - Subject/Conceptual knowledge/skills: Rights and Responsibilities, Community, Environment, Pupil voice, Rights. Money</p> <p>LEAPS: I can...</p> <ul style="list-style-type: none"> • Explain how different people in the school and local community help them stay healthy and safe; • Define what is meant by 'being responsible'; • Describe the various responsibilities of those who help them stay healthy and safe; • Suggest ways they can help the people who keep them healthy and safe. • Understand that humans have rights and also responsibilities; • Identify some rights and also responsibilities that come with these. • Understand the reason we have rules; • Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council); • Recognise that everyone can make a difference within a democratic process. • Define the word <i>influence</i>; • Recognise that reports in the media can influence the way they think about a topic; 	<p>Block 5 - Subject/Conceptual knowledge/skills: Being My Best, Safeguarding, Body Image, Community, Environment</p> <p>LEAPS: I can...</p> <ul style="list-style-type: none"> • Identify ways in which everyone is unique; • Appreciate their own uniqueness; • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. • Give examples of choices they make for themselves and choices others make for them; • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. • Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; • Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate). • Understand the ways in which they can contribute to the care of the 	<p>Block 6 - Subject/Conceptual knowledge/skills: Growing and Changing - puberty</p> <p>LEAPS: I can...</p> <ul style="list-style-type: none"> • Describe some of the changes that happen to people during their lives; • Explain how the Learning Line can be used as a tool to help them manage change more easily; • Suggest people who may be able to help them deal with change. • Name some positive and negative feelings; • Understand how the onset of puberty can have emotional as well as physical impact • Suggest reasons why young people sometimes fall out with their parents; • Take part in a role-play practising how to compromise. • Identify parts of the body that males and females have in common and those that are different; • Know the correct terminology for their genitalia; • Understand and explain why puberty happens. • Know the key facts of the menstrual cycle;
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- Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.
- Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;
- Recognise that they can play a role in influencing outcomes of situations by their actions.
- Understand some of the ways that various national and international environmental organisations work to help take care of the environment;
- Understand and explain the value of this work.
- Define the terms 'income' and 'expenditure';
- List some of the items and services of expenditure in the school and in the home;
- Prioritise items of expenditure in the home from most essential to least essential.
- Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';
- Understand how a payslip is laid out showing both pay and deductions;
- Prioritise public services from most essential to least essential.

Vocabulary:

environment (using some or all of the seven Rs);

- Suggest ways the Seven Rs recycling methods can be applied to different scenarios.
- Define what is meant by the word 'community';
- Suggest ways in which different people support the school community;
- Identify qualities and attributes of people who support the school community

Vocabulary:

Unique, health, eatwell guide

- Understand that periods are a normal part of puberty for girls;
- Identify some of the ways to cope better with periods.
- Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;
- Recognise how different surprises and secrets might make them feel;
- Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
- Understand that marriage is a commitment to be entered into freely and not against someone's will;
- Recognise that marriage includes same sex and opposite sex partners;
- Know the legal age for marriage in England or Scotland;
- Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.

Vocabulary:

Learning line, positive and negative, genitalia, puberty, compromise, menstrual cycle, marriage, sex partners, civil ceremony.

Community, responsible, bystander, international, democratic, influence, media, report, bullying, income, expenditure, National Insurance, environmental		
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RE - Year 4

<p>Block 1 Subject/Conceptual knowledge/skills: Islam (99 names of Allah)</p> <p>LEAPS: I can tell you how I demonstrate my respect for other people. (Block 1) I can describe some of the names of Allah and some of the ways Muslims might show respect to Allah (Block 1) I can start to see similarities between ways I show respect and some of the ways Muslims show respect to Allah. (Block 1)</p> <p>Vocabulary: Allah, Commitment, Pillars, Shahadah, Salat, Zakat, Fasting, Hajj, Ramadan, Qur'an</p>	<p>Block 2 Subject/Conceptual knowledge/skills: Christianity (Symbols)</p> <p>LEAPS: I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me. (Block 2) I can describe one thing a Christian might learn about Jesus from a Christmas symbol. (Block 2) I can ask questions about what Christmas means to Christians and compare this with what it means to me. (Block 2)</p> <p>Vocabulary: Christmas, Jesus, Mary, Joseph, Wise Men, Gifts, Symbolism, Significance, Christingle (God's Light), Incarnation Christingle</p>	<p>Block 3 Subject/Conceptual knowledge/skills: Islam (The Prophet)</p> <p>LEAPS: I can explain who is special to me and why. (Block 3) I can identify what I feel might be the most important parts of the life of Muhammed to a Muslim. (Block 3) I can explain my reasons for choosing certain facts about Muhammed's life over others. (Block 3)</p> <p>Vocabulary: Allah, Commitment, Pillars, Shahadah, Salat, Zakat, Fasting, Hajj, Ramadan, Qur'an</p>
<p>Block 4 - Subject/Conceptual knowledge/skills: Christianity (Forgiveness)</p>	<p>Block 5 - Subject/Conceptual knowledge/skills: Islam (The Qur'an)</p>	<p>Block 6 - Subject/Conceptual knowledge/skills: Christianity (Special Places)</p>

<p>LEAPS: I can talk about what sort of help I might need to show forgiveness. (Block 4) I can describe what a Christian might learn about forgiveness from a Biblical text. (Block 4) I can show an understanding of how Christians believe God can help them show forgiveness. (Block 4)</p> <p>Vocabulary: Holy Week, Crucifixion, Resurrection, Forgiveness, Sin, Sacrifice, Rescue, Salvation.</p>	<p>LEAPS: I can explain something I have learnt from a book that has helped me. (Block 5) I can explain why the Qur'an is important to Muslims and some actions they take to show this. (Block 5) I can consider some actions a Muslim could take to follow the teachings in the Qur'an. (Block 5)</p> <p>Vocabulary: Allah, Judgement, Akhirah, Afterlife,</p>	<p>LEAPS: I can explain some of the feelings my special place gives me and suggest why that is. (Block 6) I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. (Block 6) I can start to understand the impact a Christian's special place has on him/her. (Block 6)</p> <p>Vocabulary: Church, Sacraments, rituals, Holy Communion, Eucharist, Worship, Prayer.</p>
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History - Year 4

<p>Block 1 Subject/Conceptual knowledge/skills: Vikings</p> <p>Chronology, knowledge and understanding, historical enquiry.</p> <p>LEAPS: I can place the time studied on a timeline. I can name and place dates and events on a timeline. I understand more complex terms such as BCE and CE.</p>	<p>Block 2 Subject/Conceptual knowledge/skills: N/A</p> <p>LEAPS: Vocabulary:</p>	<p>Block 3 Subject/Conceptual knowledge/skills: Normans</p> <p>Chronology, knowledge and understanding, historical enquiry and historical interpretation.</p> <p>LEAPS: I can use terms related to the period and begin to date events. I can use words and phrases such as century, decade, BC, AD, after, before, during</p>
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<p>I can recognise some of the similarities and differences between these periods.</p> <p>I can describe the main events and people related to the period studied.</p> <p>I can identify some of the different ways in which the past is represented.</p> <p>I understand the difference between primary and secondary sources of evidence.</p> <p>I can use dates and terms correctly</p> <p>I can use and interpret a variety of primary and secondary historical sources including documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Vocabulary: changes, similarities, differences</p> <p>houses, culture, leisure, clothes, buildings, beliefs, attitudes, experiences, men, women, children</p> <p>who, what, where, why, when, how</p> <p>primary sources, secondary sources, evidence, interpret, databases, pictures, photos, music, artefacts, information</p> <p>Anglo Saxons, Vikings, raiding, Mercia, Northumbria, East Anglia, Wessex, Alfred the</p>		<p>I understand how some of the past events/people affect life today</p> <p>I can start to give reasons for why there may be different accounts of history</p> <p>I can distinguish between different sources and evaluate their usefulness</p> <p>I can ask questions about the past and use my inference skills to make detailed predictions</p> <p>I can use historical terminology when describing and explaining my point of view</p> <p>I can use sources of information to answer questions about the past.</p> <p>Vocabulary: timeline, chronological, figures, events, significant, BC, AD, BCE, CE, century, decade, dates, terms</p> <p>changes, similarities, differences</p> <p>houses, culture, leisure, clothes, buildings, beliefs, attitudes, experiences, men, women, children</p> <p>sources, accounts, versions, stories, fact, opinion, eyewitness, experiences, purpose, audience, information, presentation</p> <p>who, what, where, why, when, how</p> <p>primary sources, secondary sources, evidence, interpret, databases, pictures, photos, music, artefacts, information</p>
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<p>Great, Edward the Confessor, Christianity, Danes, York, Danelaw</p> <p>timeline, chronological, figures, events, significant, BC, AD, BCE, CE, century, decade, dates, terms</p>		
<p>Block 4 - Subject/Conceptual knowledge/skills: N/A</p> <p>LEAPS:</p> <p>Vocabulary:</p>	<p>Block 5 - Subject/Conceptual knowledge/skills: N/A</p> <p>LEAPS:</p> <p>Vocabulary:</p>	<p>Block 6 - Subject/Conceptual knowledge/skills: N/A</p> <p>LEAPS:</p> <p>Vocabulary:</p>

Geography - Year 4

<p>Block 1 Subject/Conceptual knowledge/skills:</p> <p>LEAPS:</p> <p>Vocabulary:</p>	<p>Block 2 - Subject/Conceptual knowledge/skills: Marvellous Mexico - Locational Knowledge, Place knowledge, Geographical skills and fieldwork</p> <p>LEAPS: I can use a map to name and locate the countries in North and South America. I can identify geographical similarities and differences through the study of human and</p>	<p>Block 3 Subject/Conceptual knowledge/skills:</p> <p>LEAPS:</p> <p>Vocabulary:</p>
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	<p>physical geography of a region of the United Kingdom and a region within North or South America.</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Vocabulary: North America countries: Antigua and Barbuda, Bahamas, Barbados, Belize, Canada, Cost Rica, Cuba, Dominica, Dominican Republic, El Salvador, Grenada, Guatemala, Haiti, Honduras, Jamaica, Mexico, Nicaragua, Panama, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Trinidad and Tobago, USA</p> <p>South America countries: Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela, Continent, country, South America, Mexico,</p>	
<p>Block 4 Subject/Conceptual knowledge/skills: Coast to Coast - Human and Physical Geography, , Geographical skills and fieldwork</p> <p>LEAPS: I can describe and understand key aspects of physical geography including coasts and erosion. I can describe and understand key aspects of</p>	<p>Block 5 - Subject/Conceptual knowledge/skills:</p> <p>LEAPS:</p> <p>Vocabulary:</p>	<p>Block 6 Subject/Conceptual knowledge/skills: Reduce, Reuse, Recycle - Locational Knowledge, , Geographical skills and fieldwork</p> <p>LEAPS:</p>

human geography including types of settlements, land use and economic activity.
I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
I can use the eight points of a compass.
I can use four-figure grid references, symbols and keys (including OS maps).
I can use fieldwork to observe, measure and record the human and physical features using a range of methods including sketch maps and graphs (frequency tables, bar charts).

Vocabulary: physical geography, rivers, hills, weather, temperature, farming, coast, cliffs, mountains, forests, valleys, beach, coastline, seasons, seas/oceans, vegetation

human geography, population, infrastructure (buildings, roads, schools, housing, transport), tourism, cities, towns, villages, jobs
Basic - coast, coastline, cliff, shoreline, beach, waves, bay, headland, cave, dune
Deeper knowledge - spit, stack, stump, arch erosion
settlements, village, hamlet, town, city, land-use, tourism, economy

Compass - N, NE, E, SE, S, SW, W, NW

I can locate areas of similar environmental regions on a map (climate zones and vegetation belts).
I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Vocabulary:

Climate zones - polar, temperate, arid, tropical, Mediterranean, mountainous.

Computing - Year 4

Block 1

Subject/Conceptual knowledge/skills:

Internet Safety

LEAPS:

iSafe

- I know the types of information that can put me at risk if it is shared online.
- I can protect my private and personal information from identify theft and other scams.
- I know what plagiarism is and I can describe its consequences.
- I can create a strong password using characteristics of a secure password.
- I can identify spam and explore ways of safely managing unwanted messages.
- I can analyse why private information should now be given to anyone online without a trusted adult's permission.
- I know how to respond to online information requests.
- I know the key similarities and differences between in person bullying and cyber bullying.
- I know key strategies for dealing with cyber bullying.

Vocabulary:

Block 2

Subject/Conceptual knowledge/skills:

Computer Science

LEAPS:

iProgram Unit 1

- I can understand that a program is a sequence of statements written in a programming language.
- I can program a turtle to execute a sequence of statements.
- I know that statements can be altered.
- I can amend and algorithm to change the size of a shape.
- I can program a virtual robot to move and draw.
- I can design a program to make choices using commands and actions.
- I can develop algorithms using repetition

Vocabulary:

Binary, series, base, on, off, data, digital.

Record, field, file, database, search, chart.

Block 3

Subject/Conceptual knowledge/skills:

Information Technology

LEAPS:

iMail

- I know that messages can be used to communicate over a distance.
- I know how email travels and how to retrieve it.
- I can send and reply to emails.
- I can attach a file to an email.

Vocabulary:

Message, privacy, security, email, send, receive, inbox, log out, server, address, attachment, forward, reply

<p>Sprite, blocks, programming, coordinates, up, down, right, left, if (conditional statement), x, y, axis, sequence animate, loop, repeat, import, record, condition, robot, execute, if, then, else, true, false,</p>		
<p>Block 4 - Subject/Conceptual knowledge/skills: Computer Science and Digital Literacy</p> <p>LEAPS: <u>IAnimate</u></p> <ul style="list-style-type: none"> • I can identify what an animation is. • I can create a scene for an animation • I can understand that animations can be created using digital tools. • I can create an animated short story using a storyboard <p>Vocabulary: Image, camera, animation, stop, motion, illusion, onion, skin, effects, onion skinning, frame rate, FPS, CGI, GIF, 3D, design, plan, animate, test, debug</p>	<p>Block 5 - Subject/Conceptual knowledge/skills: Computer Science</p> <p>LEAPS: <u>iProgram Unit 2</u></p> <ul style="list-style-type: none"> • I know that robots have moving parts and can be programmed to follow instructions. • I know that sequences of commands can be replaced with repeats. • I know that robots can be programmed to respond to sensory data. <p>Vocabulary: Sprite, blocks, programming, coordinates, up, down, right, left, if (conditional statement), x, y, axis, sequence animate, loop, repeat, import, record, condition, robot, execute, if, then, else, true, false,</p>	<p>Block 6 - Subject/Conceptual knowledge/skills: Information Technology</p> <p>LEAPS: <u>Data</u></p> <ul style="list-style-type: none"> • I know that computers represent data as numbers and count using switches of 'on' and 'off' (0 and 1). • I can understand the information that can be stored as numbers, text and choices. • I can search a database for answers. • I can create a simple chart. <p>Vocabulary: binary, on, off, database, storage, text, charts, numbers, display, communication</p>

French - Year 4

Block 1	Block 2	Block 3
<p>Subject/Conceptual knowledge/skills: Speaking and Reading</p> <p>LEAPS:</p> <p>I can communicate by asking and answering a wider range of questions, using longer phrases and sentences.</p> <p>I can present short pieces of information to another person.</p> <p>I can apply phonic knowledge to support speaking (also reading and writing).</p> <p>I can accurately read and understand familiar written words, phrases and short sentences (</p> <p>Vocabulary: Bonjour, ça va? = Hello, how are you?</p> <p>Ça va bien = I am fine</p> <p>Ça va mal = I am not very well</p> <p>Comme ci, comme ça = So, so!</p> <p>Au revoir = Goodbye</p>	<p>Subject/Conceptual knowledge/skills: Speaking, Reading, Writing</p> <p>LEAPS:</p> <p>I can communicate by asking and answering a wider range of questions, using longer phrases and sentences.</p> <p>I can present short pieces of information to another person.</p> <p>I can apply phonic knowledge to support speaking (also reading and writing).</p> <p>I can accurately read and understand familiar written words, phrases and short sentences</p> <p>I can write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).</p> <p>Vocabulary:</p> <p>Family</p> <p>Feminine nouns</p> <p>La mère = the mother</p> <p>La soeur = the sister</p>	<p>Subject/Conceptual knowledge/skills: Speaking, Reading</p> <p>LEAPS:</p> <p>I can communicate by asking and answering a wider range of questions, using longer phrases and sentences.</p> <p>I can present short pieces of information to another person.</p> <p>I can apply phonic knowledge to support speaking (also reading and writing).</p> <p>I can accurately read and understand familiar written words, phrases and short sentences (</p> <p>Vocabulary:</p> <p>My home</p> <p>Où habites-tu? = Where do you live?</p> <p>J'habite dans ... = I live in...</p> <p>Une maison = A house</p> <p>Un appartement = An apartment</p> <p>En ville = In town</p> <p>À la campagne = In the countryside</p> <p>À la montagne = In the mountains</p> <p>Au bord de la mer = By the sea</p>

<p>Comment tu t'appelles? = What is your name?</p> <p>Je m'appelle... = My name is...</p> <p>Quel age as-tu? = How old are you?</p> <p>J'ai....ans = I am....years old</p> <p>Q'u habites tu? = Where do you live?</p> <p>J'habite a = I live in...</p> <p>Je suis francais = I am French (male)</p> <p>Je suis francaise = I am French (female)</p> <p>Je suis anglais = I am English (male)</p> <p>Je suis anglaise = I am English (female)</p> <p>Zéro= Zero</p> <p>Un = One</p> <p>Deux = Two</p> <p>Trois = Three</p> <p>Quatre = Four</p> <p>Cinq = Five</p> <p>Six = Six</p> <p>Sept = Seven</p> <p>Huit = Eight</p> <p>Neuf = Nine</p> <p>Dix = Ten</p> <p>Onze = Eleven</p> <p>Douze = twelve</p>	<p>La grand-mère = the grandmother</p> <p>La tante = the aunty</p> <p>Masculine nouns</p> <p>Le père = the father</p> <p>Le frère = the brother</p> <p>Le grand-père = the grandfather</p> <p>L'oncle = the uncle</p> <p>Plural Nouns</p> <p>Les parents = the parents</p> <p>Les grandparents = the grand-parents</p> <p>As-tu un frère? = Do you have a brother?</p> <p>As -tu une soeur? = Do you have a sister?</p> <p>Oui j'ai un frère = Yes I have a brother</p> <p>Oui j'ai une soeur = Yes I have a sister</p> <p>Oui j'ai deux frères = Yes I have two brothers</p> <p>Oui j'ai deux soeurs = Yes I have two sisters</p> <p>Non je suis fils unique = No I am an only son</p> <p>Non je suis fille unique = No I am an only daughter</p> <p>Dix = 10</p> <p>Vingt = 20</p> <p>Trente = 30</p> <p>Quarante = 40</p> <p>Cinquante = 50</p> <p>Soixante = 60</p> <p>Soixante-dix = 70</p> <p>Quatre-vingts = 80 Quatre-vingt-dix = 90</p> <p>Cent = 100</p>	<p>Dans un village = In a village</p> <p>Chez moi il y a... = In my home there is... / there are...</p> <p>Une cuisine = A kitchen</p> <p>Une salle à manger = A dining room</p> <p>Une salle de bains = A bathroom</p> <p>Une chambre = A bedroom</p> <p>Une buanderie = A utility room</p> <p>Et = And</p> <p>Un sous-sol = A basement</p> <p>Un bureau = An office / a study</p> <p>Un salon = A living room</p> <p>Un garage = A garage</p> <p>Un jardin = a garden</p> <p>Chez moi il y a... = In my home there is... / there are...</p> <p>Chez moi il n'y a pas de... = In my home there is not... / there are no...</p> <p>Et = and</p> <p>Mais = but</p> <p>Je m'appelle... = My name is...</p> <p>J'ai ... ans = I am ... years old</p> <p>J'habite dans... = I live in...</p> <p>Chez moi il y a... = In my home there is... / there are...</p> <p>Chez moi il n'y a pas de... = In my home there is not... / there are no...</p> <p>Comment tu t'appelles? = What are you called?</p>
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<p>Treize = thirteen Quatorze = fourteen Quinze = fifteen Seize = sixteen dix-sept = seventeen dix-huit = eighteen dix-neuf = nineteen vingt = twenty</p> <p>rouge = red bleu = blue jaune = yellow vert = green noir = black blanc = white gris = grey orange = orange violet = purple marron = brown</p>	<p>Mon fils = My son Mon mari = My husband Mon oncle = My uncle Mon cousin = My male cousin Mon neveu = My nephew Ma tante = My aunty Ma cousine = My female cousin Ma nièce = My niece Ma fille = My daughter Ma femme = My wife</p>	<p>Quel âge as tu? = How old are you? Où habites-tu? = Where do you live? Décris-moi chez toi! = Describe your home to me!</p>
<p>Block 4 - Subject/Conceptual knowledge/skills: Speaking, Reading, Writing</p> <p>LEAPS: I can communicate by asking and answering a wider range of questions, using longer phrases and sentences.</p> <p>I can present short pieces of information to another person.</p> <p>I can apply phonic knowledge to support speaking (also reading and writing).</p>	<p>Block 5 - Subject/Conceptual knowledge/skills: Speaking, Listening, Reading, Grammar</p> <p>LEAPS: I can communicate by asking and answering a wider range of questions, using longer phrases and sentences.</p> <p>I can present short pieces of information to another person.</p> <p>I can apply phonic knowledge to support speaking (also reading and writing).</p>	<p>Block 6 - Subject/Conceptual knowledge/skills: Speaking, Listening, Reading</p> <p>LEAPS: I can communicate by asking and answering a wider range of questions, using longer phrases and sentences.</p> <p>I can present short pieces of information to another person.</p> <p>I can apply phonic knowledge to support speaking (also reading and writing).</p>

I can accurately read and understand familiar written words, phrases and short sentences

I can write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).

Vocabulary:

Je prends... = I am going to have

S'il vous plaît = please

Un jus d'orange = an orange juice

Un café = a black coffee

Un café au lait = a white coffee

Un thé au citron = a lemon tea

Un thé au lait = a tea with milk

Un chocolat chaud = a hot chocolate

Un croissant = a croissant

Du beurre = some butter

Du pain = some bread

De la confiture = some jam

Des biscottes = some melba toast

Des céréales = some cereal

Je prends.../Je voudrais... = I would like...

S'il vous plaît = Please

Une omelette au jambon = a ham omelette

Une crêpe à la confiture = a crêpe with jam

I can listen for and identify specific words and phrases in instructions, stories and songs.

I can listen for and identify specific words and phrases in instructions, stories and songs.

I can accurately read and understand familiar written words, phrases and short sentences

I understand the concept of gender (masculine, feminine, neuter -if applicable) and which article (definite or indefinite) to use correctly with different nouns.

Vocabulary:

The Classroom

Un bâton de colle = a glue stick

Un livre = a reading book

Un cahier = an exercise book

Un crayon = a pencil

Un taille crayon = a pencil sharpener

Un stylo = a pen

Une calculatrice = a calculator

Une règle = a ruler

Une gomme = a rubber / eraser

Une trousse = a pencil case

Des ciseaux = scissors

J'ai = I have.....

I can listen for and identify specific words and phrases in instructions, stories and songs.

I can listen for and identify specific words and phrases in instructions, stories and songs.

I can accurately read and understand familiar written words, phrases and short sentences (

Vocabulary:

Goldilocks

Boucle D'Or et les trois

Ours =

Goldilocks and the three

Bears

Boucle D'or = Goldilocks

Papa ours = Father bear

Maman ours = Mother bear

Bébé ours = Baby bear

Une maison = A house

Une forêt = A forest

Le grand bol = The big bowl

<p>Un sandwich au fromage = a cheese sandwich Un croque-monsieur = a toasted cheese and ham Sandwich</p> <p>Un coca-cola = a coke Un orangina = an orangina Des frites = some fries/chips L'addition s'il vous plaît = the bill please</p>	<p>Je n'ai pas de = I have not got / I do not have....</p> <p>Qu'est ce qu'il y a dans ta trousse? = What do you have in your pencil case?</p> <p>Dans ma trousse j'ai... = In my pencil case I have...</p> <p>Dans ma trousse je n'ai pas de... = In my pencil case I do not have</p> <p>Écoutez = listen Écrivez = write Répétez = repeat Levez la main = raise your hand Demandez = ask Pensez = think Lisez = read Silence = silence Fermez vos cahiers = close your books Ouvrez vos cahiers = open your books</p>	<p>Le moyen bol = The medium bowl Le petit bol = The small bowl La grande chaise = The big chair La moyenne chaise = The medium chair La petite chaise = The small chair Le grand lit = The big bed Le moyen lit = The medium bed Le petit lit = The small bed Sucré = Sweet Salé = Salty Grand = Tall/high Basse = Low Dur = Hard Mou = Soft Le grand bol était trop sale = . The large bowl was too salty Le moyen bol était trop sucré = The medium bowl was too sweet</p>
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		<p>Le petit bol était juste comme il faut = The small bowl was just right</p> <p>La grande chaise était trop grande = The big chair was too tall/high</p> <p>La moyenne chaise était trop basse = The medium chair was too short</p> <p>La petite chaise était juste comme il faut = The small chair was just right</p> <p>Le grand lit était trop dur = The big bed was too hard</p> <p>Le moyen lit était trop mou = The medium bed was too soft</p> <p>Le petit lit était juste comme il faut = The small bed was just right</p>
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Music - Year 4

<p>Block 1 Subject/Conceptual knowledge/skills:</p> <p>Brass Tuition</p> <p>LEAPS:</p> <p>I can play my instrument demonstrating basic instrumental technique.</p>	<p>Block 2 Subject/Conceptual knowledge/skills:</p> <p>Brass Tuition</p> <p>LEAPS:</p> <p>I can categorise instruments based on how they produce sound.</p>	<p>Block 3 Subject/Conceptual knowledge/skills:</p> <p>Brass Tuition - for more information see Music progression document</p> <p>LEAPS:</p> <p>Vocabulary:</p>
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<p>I can pitch a minimum of 5 notes accurately on my instrument.</p> <p>I can play my instrument in time with a backing track.</p> <p>I can play my instrument in front of an audience.</p> <p>I can follow a conductor to understand the structure of a piece and make accurate entries and endings.</p> <p>I can play music in a range of styles, from different cultures, countries and times.</p> <p>I can choose appropriate dynamics for a piece of music.</p> <p>I can copy back syncopated rhythms on instruments.</p> <p>I can learn short melodies by ear and can reproduce these accurately with some musicality.</p> <p>I can perform a 3 minute piece from memory.</p> <p>Vocabulary: brass, trumpet, trombone, notation, orchestra, beat, pitch. conductor</p>	<p>I can identify visually and aurally the instruments in an orchestra and categorise them into the four orchestral families.</p> <p>Vocabulary: brass, trumpet, trombone, notation, orchestra, beat, pitch, conductor</p>	
<p>Block 4 - Subject/Conceptual knowledge/skills:</p> <p>Brass Tuition - for more information see Music progression document</p> <p>LEAPS:</p>	<p>Block 5 - Subject/Conceptual knowledge/skills:</p> <p>Brass Tuition</p> <p>LEAPS: I can select an appropriate tone of voice to suit the character and style of a song. I can sing confidently as part of a small group with good posture and diction.</p>	<p>Block 6 - Subject/Conceptual knowledge/skills:</p> <p>Brass Tuition</p> <p>LEAPS: I can use a composing technique used by a composer in an existing piece of music. I can compose a group piece that has a verse and a chorus.</p>

<p>Vocabulary:</p>	<p>I can sing songs with awareness of breathing to support the voice during longer phrases. I can sing two and three-part rounds with confidence and increasing pitch accuracy.</p> <p>Vocabulary: brass, trumpet, trombone, notation, orchestra, beat, pitch</p>	<p>I can use instruments to record a short musical phrase and manipulate the sound using music ICT.</p> <p>Vocabulary: brass, trumpet, trombone, notation, orchestra, beat, pitch</p>
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Art - Year 4

<p>Block 1 Subject/Conceptual knowledge/skills:</p> <p>LEAPS:</p> <p>Vocabulary:</p>	<p>Block 2 Subject/Conceptual knowledge/skills: Knowledge and Understanding, Making Frida Kahlo- Portraits</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can describe some of the key ideas of great artists/crafts people that I have studied. • I can describe some of the key ideas and techniques used by great artists/crafts people that I have studied (e.g. the type of brush strokes used). • I can apply colour mixing/matching to achieve a variety of tint, tone and shade. <p>Vocabulary:</p>	<p>Block 3 Subject/Conceptual knowledge/skills: Generating Ideas, Evaluating William Turner- sketching</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can use my sketchbook to record first hand observations (showing several versions of one stimulus). • I can compare my own work to other pupils' work and artists' work and explain how my own work could be improved to develop my ideas further. • <p>Vocabulary: Sketching, shading, light, dark, charcoal, smudge, pencil type.</p>
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	Colour mixing, colour matching, tone, tint, shade, brush strokes, technique	
<p>Block 4 - Subject/Conceptual knowledge/skills: Generating Ideas, Making Scot Naismith- painting- watercolour</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can use my sketchbook to record first hand observations (showing several versions of one stimulus). • I can use references (such as great artists) to develop my ideas and style of designing. • I can apply colour mixing/matching to achieve a variety of tint, tone and shade. <p>Vocabulary: Observations, references, develop, ideas, style, sketchbook, draft, improve, create, perspectives, object, landscape, portrait, observe, evaluate,</p>	<p>Block 5 - Subject/Conceptual knowledge/skills: LEAPS:</p> <p>Vocabulary:</p>	<p>Block 6 - Subject/Conceptual knowledge/skills: Making- stitching</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can use a wide variety of stiches (e.g. running stitch, blanket stitch, applique...) • I can explore surface texture and pattern in my sculpture. <p>Vocabulary: stitches, running stitch, blanket stitch, applique, surface texture, pattern,</p>

DT - Year 4		
<p>Block 1 Subject/Conceptual knowledge/skills:</p> <p>LEAPS:</p>	<p>Block 2 Subject/Conceptual knowledge/skills: Cooking and Nutrition</p> <p>LEAPS:</p>	<p>Block 3 Subject/Conceptual knowledge/skills:</p>

Vocabulary:

I can select a range of tools, materials, components and equipment suitable for the task.

I can explain my choice of materials and components according to function and aesthetics, using a range of technical vocabulary.

I understand and can identify which food is grown (vegetables, grains, grain and crops) reared (pigs, chickens) and caught (fish) in the UK, Europe and the wider world.

I understand that a healthy diet is made up from a variety and balance of different food and drink (The Eat Well Plate).

I can prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source (supported by an adult).

I can use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.

I know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.

I can demonstrate and follow procedures for safety and hygiene purposes.

I can use my design criteria to evaluate my completed products. I can identify the strengths and areas for development in my ideas and products.

Vocabulary:

Food preparation cooking and nutrition, key events and individuals, practical skills and

LEAPS:

Vocabulary:

	<p>techniques, meat, fish, carbohydrates, savoury, sweet</p>	
<p>Block 4 - Subject/Conceptual knowledge/skills: Structures</p> <p>LEAPS: I can develop my own design criteria and use these to inform my ideas I can select a range of tools, materials, components and equipment suitable for the task. I can order the main stages of making. I know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. I can assemble, join and combine materials and components with increasing accuracy. I can confidently use my design criteria as I design and make. I can use my design criteria to evaluate my completed products. I can identify the strengths and areas for development in my ideas and products.</p> <p>Vocabulary: Understanding contexts, users and purposes, planning, practical skills and techniques, own ideas and products</p>	<p>Block 5 - Subject/Conceptual knowledge/skills: LEAPS:</p>	<p>Block 6 - Subject/Conceptual knowledge/skills: Textiles - Sustainable/Eco fashion</p> <p>LEAPS: I can select a range of tools, materials, components and equipment suitable for the task. I can explain my choice of materials and components according to function and aesthetics, using a range of technical vocabulary. I can order the main stages of making I know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products. I can start to consider the purposes for which I am designing. I can gather information about the needs and wants of particular individuals and groups I can confidently use my design criteria as I design and make. I can use my design criteria to evaluate my completed products. I can identify the strengths and areas for development in my ideas and products. I know that a single fabric shape can be used to make a 3D textiles product I can make design decisions that take account of the availability of resources.</p>

		<p>I can use my design criteria to evaluate my completed products. I can identify the strengths and areas for development in my ideas and products.</p> <p>Vocabulary: Stitches, fabric, types of stitch, running stitch, patches, materials, water proof, reusable</p>
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PE - Year 4		
Healthy Lifestyles:	<ul style="list-style-type: none"> • I can describe the effect exercise has on the body • I can explain the importance of exercise and a healthy lifestyle, giving examples. • I understand the need to warm up and cool down. • I understand that physical activity contributes to the healthy functioning of the body and mind and is an essential component of a healthy lifestyle 	
Evaluation:	<ul style="list-style-type: none"> • I can watch and describe performances accurately using correct vocabulary (PE). • I can begin to think about how I can improve and adapt my own work. • I can work with a partner or small group to improve skills. • I can make comparisons between my work and others, commenting on similarities and differences. • I can discuss tactics, strategies and compositional ideas to achieve set objectives and improve performance 	
Block 1 Subject/Conceptual knowledge/skills:	Block 2 Subject/Conceptual knowledge/skills:	Block 3 Subject/Conceptual knowledge/skills:

<p>Tag Rugby and OAA</p> <p>LEAPS:</p> <p>Tag Rugby</p> <ul style="list-style-type: none"> • I can begin to communicate with others and take part in invasion games. • I can use skills with co-ordination and control. • I can develop rules for new games. • I can discuss, work and reflect with different partners and groups. I can demonstrate an understanding of how to stay safe • I can apply basic skills for attacking and defending • I can take part in competitive games with a strong understanding of tactics and composition (see games overview doc. • I can apply my knowledge and skills to adapt and take part in a game. • I understand and can identify attacking/defending. <p>OAA:</p> <ul style="list-style-type: none"> • I can listen to and follow instructions from a partner/ adult and within a group. • I can think about how I will approach activities and problem solve. • Choose and apply strategies to solve problems with support. 	<p>Gymnastics and Netball</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can perform a range of jumps e.g star jump, straddle jump, pike jump and straight • I am beginning to use equipment to vault • I can perform a range of rolls e.g crouched forward roll, forward roll from standing and backward roll • I am beginning to show flexibility in movements (performing a range of stretches including splits) • I can link combinations of actions with increasing confidence, including changes of direction, speed or level. • I can plan, perform and repeat a simple sequence of movement showing increasing tension, extension and control. • I am beginning to notice similarities and differences between sequences. • I am beginning to develop good technique when travelling, balancing, using equipment <p>Netball:</p> <ul style="list-style-type: none"> • I understand game tactics and can vary how I should respond. • I can vary skills, actions and ideas and link these in ways that suit the games activity. 	<p>Dance and Quicksticks Hockey</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can choreograph a routine showing simple structure independently, with a partner or as part of a group. • I can synchronise my movements independently, with a partner or within a group. • I can perform a routine to a small audience showing simple structure independently, with a partner or as part of a group. • I can demonstrate precision and some control in response to stimuli. • I can begin to vary dynamics and develop actions and motifs. • I can demonstrate rhythm and spatial awareness. • I can modify parts of a sequence as a result of self-evaluation. • I can use simple dance vocabulary to compare and improve work <p>Vocabulary:</p> <p>Dance: cannon, pitch, symmetry, synchronise, stimuli</p> <p>Quicksticks Hockey: Defending, Attacking, footwork, dodging, goal, defence, attack, blocking , goal, shooting, chest pass, bounce pass, shoulder pass, intercept, technique, tactic</p>
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<ul style="list-style-type: none"> • I can discuss, work and reflect with different partners and groups. • I can demonstrate an understanding of how to stay safe. • I can understand the physical skills needed for orienteering: agility, balance, co-ordination whilst holding or looking at the map • I can identify explain the key on a map • I know the key is the most important part of the map • I can apply basic map reading skills to navigate in pairs to and from orienteering controls (orienteering signs) <p>Vocabulary:</p> <p>Tag Rugby, Tactic, Technique ,Cooperative physical activity ,Core movement Strategy, Invasion game, Striking, Control, Fielding, Attacking, Defending</p> <p>OAA: Orienteering, control, marker, symbols, keys, interpret, direction, position, agility, balance, co-ordination</p>	<ul style="list-style-type: none"> • I can begin to communicate with others and take part in invasion games. • I can use skills with co-ordination and control. • I can develop rules for new games. • I can identify what works well in a group to develop various games. • I can begin to select resources independently to carry out different skills. • I can develop simple tactics and use them appropriately. • I understand and can identify attacking/defending. <p>Vocabulary:</p> <p>Gymnastics: straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump and straight , stretch, control, tension, balance</p> <p>Netball: Defending, Attacking, footwork, dodging, goal, defence, attack, blocking Goal Keeper (GK), Goal Defence (GD) Wing Defence (WD), Centre (C), Wing Attack (WA) Goal Attack (GA), Goal Shooter (GS)</p>	
<p>Block 4 - Subject/Conceptual knowledge/skills: Basketball and Handball</p>	<p>Block 5 - Subject/Conceptual knowledge/skills: Tennis and Football</p>	<p>Block 6 - Subject/Conceptual knowledge/skills: Rounders and Athletics</p>

LEAPS:

- I can vary skills, actions and ideas and link these in ways that suit the games activity.
- I can demonstrate a range of ball skills and can link these together e.g. dribbling, bouncing, kicking etc.
- I can use skills with co-ordination, control and fluency.
- I can take part in competitive games with a strong understanding of tactics and composition (see games overview doc.)
- I can apply my knowledge and skills to adapt and take part in a game.
- I can discuss what works well in a group to develop various games.
- I can compare and comment on skills to support creation of new games.
- I can make suggestions as to what resources can be used to differentiate a game.
- I can apply basic skills for attacking and defending.
- I can run, jump, throw and catch in isolation and combination.

Vocabulary:

Agility - The ability to make the body change direction in an efficient and effective manner.

Co-ordination -The ability to control the movement of the body in co-operation with the body's sensory functions,

LEAPS:**Tennis:**

- I can take part in competitive games with a strong understanding of tactics and composition (see games overview doc.)
- I can apply my knowledge and skills to adapt and take part in a game.
- I can discuss what works well in a group to develop various games.
- I can compare and comment on skills to support creation of new games.
- I can make suggestions as to what resources can be used to differentiate a game.
- I can apply basic skills for attacking and defending.
- I can run, jump, throw and catch in isolation and combination
- I can vary skills, actions and ideas and link these in ways that suit the games activity.

Football:

- I can vary skills, actions and ideas and link these in ways that suit a range of games.
- I can confidently demonstrate a range of ball skills and can link these together e.g. dribbling, bouncing, kicking etc.
- I can apply and demonstrate co-ordination, control and fluency skills.

LEAPS:**Rounders****Athletics**

- I can begin to build a variety of running techniques and use with confidence.
- I can perform a running jump with more than one component e.g. hop, skip, jump (triple jump) and land safely with control
- I can begin to measure the distance jumped.
I can demonstrate accuracy in throwing and catching activities.
- I can perform a pull throw (javelin).
- I can measure the distance of throws.
- I can continue to develop techniques to throw for increased distance.
- I can describe good athletic performance using correct vocabulary.
- I can use equipment safely and with good control.
- I understand how to prepare for shot put and javelin.

Vocabulary:

Sprint: encourage children to go as fast as they can and use their arms to propel their body forward. Talk about how to build momentum.

Hurdles: encourage children to use a leading leg to help develop technique of the hurdles.

<p>Speed: To move limbs fast to travel at speed.</p> <p>Control - To exercise restraint or direction</p> <p>Movement: should start to show extension and tension of the limbs.</p> <p>Extension: stretching the limbs as long as possible. For example pointing the feet and stretching fingers out to a point.</p> <p>Dribbling, bouncing, kicking, shoot, aim, travelling</p>	<ul style="list-style-type: none"> • I can take part in a range of invasion/competitive games with a strong understanding of tactics and composition (<i>see games overview doc.</i>) • I can confidently create my own games using knowledge and skills. • I can make suggestions as to what resources can be used to differentiate a game. • I can accurately apply basic skills for attacking and defending. • I can run, jump, throw and catch in isolation and combination. • I can refine and adapt skills into technique. <p>Vocabulary: Football, Tactic, Technique, Cooperative physical activity, Core movement, Strategy, Invasion game, Striking, Control, Fielding, Attacking, Defending</p>	<p>Shot up: starting position: holding the back of the ball with one hand. Place in cavity between neck and ear.</p> <p>The leg on the same side as holding the ball should in front of the other leg but shoulder width apart. Encourage children to push ball forward rather than throw it.</p> <p>Overarm throw: Ball is propelled into the air by the arm going over the shoulder. It is used to get height.</p> <p>Standing Long Jump: both feet starting behind the starting line, shoulder with apart. Bend knees and draw arms behind. When jumping, use arms to launch body forward. Encourage children to land with both feet together and bend knees to ensure safe landing.</p>
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