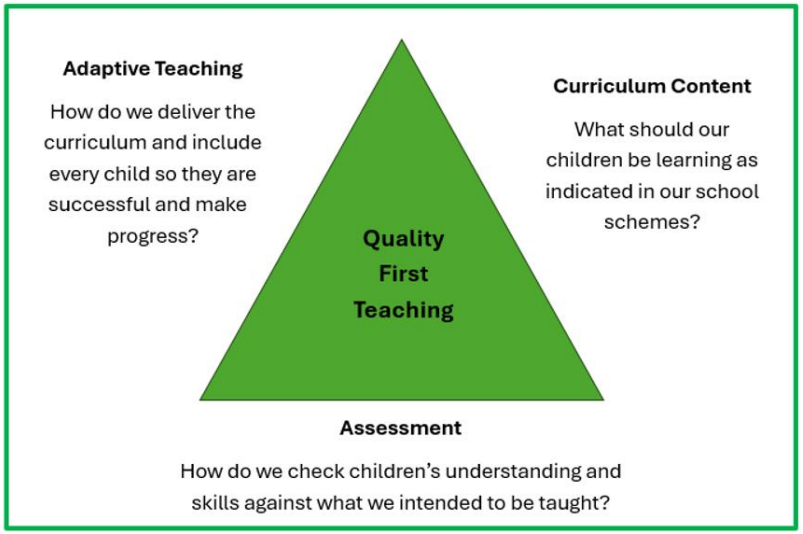
Long Term Scheme of Learning

Lower Key Stage Two Year 4

2025-2026

At Barley Fields Primary School, our **Curriculum Promise** is a guarantee that we will provide every child with access to an aspirational, high-quality and sequenced curriculum where the needs of your child across a range of developmental areas – academic, social and emotional – will always be at the centre of our provision and planning. We will provide stimulating wider curriculum where all children will benefit from a diverse range of educational experiences and residential visits during their journey through our school.

Quality first teaching is the primary function of our school and we use a teaching model that includes an inter-relationship of three pedogeological aspects: **Subject Content, Adaptive Teaching and Effective Assessment.**



Subject content for each curriculum area is coherently planned and progressively sequenced for all subjects and meets the statutory requirements of the National Curriculum and more. Differentiated layers of curriculum planning are effective in supporting teaching and learning across the school and teaching resources have been created with a consideration of the foundational knowledge, vocabulary and skills children need to achieve well. Planned lesson content is sequential and extends/builds on previously taught knowledge and skills.

We have successfully designed our curriculum to be ambitious and to meet the needs of all children, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. As our children make progress; they know more, remember more and are able to do more.

All children study the full curriculum. We have carefully considered and analysed our curriculum with regard to equality and the possible implications for pupils with protected characteristics including Special Educational Needs. We do not narrow our curriculum offer to any child but may amend the curriculum to offer bespoke provision if necessary. Our curriculum promotes high standards and excellence in all areas and is based on practical and first-hand experiential learning. We embed the use of technology across the curriculum and have excellent resources in this area. In addition to the academic and creative subject teaching, we will promote learning through growth mindset and the enhance the development of personal skills in a fun, caring and mutually supportive environment. Barley Fields Primary is a Rights Respecting School and our ethos actively promotes British Values and Global Learning.

English – Writing Composition

Villains

Main Writing Text Type

- Character Description
- Police Report – including character description and incident recount

Villainous Speech

Main Writing Text Type

- Villainous speech

Invaders and Settlers

Main Writing Text Type

- Persuasive Adverts – positive advert encouraging Vikings to settle in Britain

Charlotte's Web

Main Writing Text Type

- Narrative from a character's perspective
- Book Review
- Blurb

Coming Home

Main Writing Text Type

- Setting description

The Jabberwock

Main Writing Text Type:

- Story Mountain
- Turn the poem into a narrative form

Poetry – Kenning Poems

Sun-stealing
Night-stretcher
Cold-maker
Snow-faller
Face-freezer
Christmas-bringing

Henry VIII Wives

Main Writing Text Type

- Diary Entries in character as Henry VIII and Catherine of Aragon
- Persuasive Letters by Henry VIII and Anne Boleyn

Short Burst Writing

The Spider Wick Chronicles -Hybrid Creatures

Main Writing Text Type:

- Non-Chronological Report based on a hybrid animal designed by the children

Greta Thunberg

Main Writing Text Type

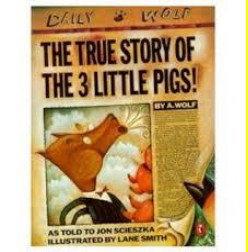
- Biography
- Time Line - key life events

Climate Change

Short Burst Writing

- Persuasive posters

Fractured Fairy Tales



Main Writing Text Type

- Short Narrative - Twisted Fairy Tale

Short Burst Writing

- Newspaper Report
- New Bulletin
- Imaginative Recount in character

Science -The Water Cycle

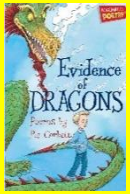
Main Writing Text Type

- First Person Recount -information leaflet/non-chronological report

Dragon Keepers Handbook

Main WritingText Type

- Instruction manual for looking after a dragon



Performance Poetry

- Reading and performing poetry about dragons

Poetry - Haiku

- Haiku poetry about dragons

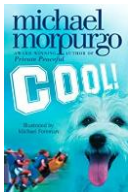
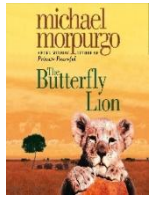
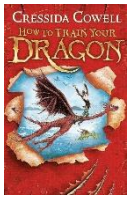
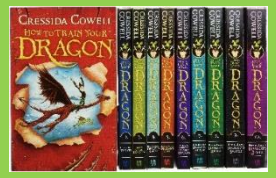
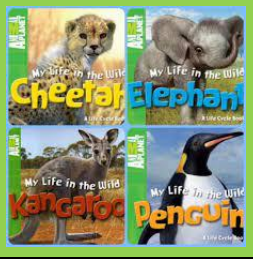
Shouty Man

Main Writing Text Type:

- Persuasive Speech

		• Sequencing key events in the story – timeline • Narrative – retelling of a journey from the point of view of the Robin	• Breaking News bulletin – England breaks with the Catholic Church	**Poetry – Kennings Poems**  Extreme Earth Kennings Poetry		

English - Reading	 Group Reading  Whole Class Reading	 Group Reading  Whole Class Reading	 Group Reading  Whole Class Reading	 Group Reading  Whole Class Reading	 Group Reading  Whole Class Reading	 Group Reading  Whole Class Reading
	fiction/non-fiction	fiction/non-fiction/poetry	fiction/non-fiction	fiction/non-fiction/poetry	fiction/non-fiction	fiction/non-fiction/poetry
	Group Reading 1 x weekly Whole Class Reading 2 x weekly Independent reading 3 x weekly	Group Reading 1 x weekly Whole Class Reading 2 x weekly Independent reading 3 x weekly	Group Reading 1 x weekly Whole Class Reading 2 x weekly Independent reading 3 x weekly	Group Reading 1 x weekly Whole Class Reading 2 x weekly Independent reading 3 x weekly	Group Reading 1 x weekly Whole Class Reading 2 x weekly Independent reading 3 x weekly	Group Reading 1 x weekly Whole Class Reading 2 x weekly Independent reading 3 x weekly
	COMPREHENSION CRUSHER The Bronze Age/The Stone Age (vocabulary/retrieve/summarise) Persian Cinderella/The Tomb of Wonders (retrieve/infer) Orangutans/Spiders (vocabulary/retrieve)	COMPREHENSION CRUSHER Biomes of the World/Layers of the Ocean (vocabulary/retrieve) Cindy Lou Visits the Grinch/Egyptian Cinderella (vocabulary/retrieve/infer)	COMPREHENSION CRUSHER Dental Hygiene/How Can We Eat Healthily? (vocabulary/retrieve/summarise) Story of Lord Krishna and Sudama/Islamic Story (retrieve/infer) Visit Ancient Egypt/Visit Incredible Italy (vocabulary/retrieve)	COMPREHENSION CRUSHER Apollo and Cassandra/Theseus and the Minotaur (retrieve/explain/infer) Scandinavia/Geography of Italy (vocabulary/retrieve/summarise)	COMPREHENSION CRUSHER Save Our Rainforests/Gertie vs. the Goliaths (retrieve/infer) River Tees/Middlesbrough through the Ages (vocabulary/retrieve/summarise) Stoke on Trent/The River Nile and the River Trent (vocabulary/retrieve)	COMPREHENSION CRUSHER Europe/Regions of England (vocabulary/retrieve) The Rainforest Doesn't Talk/Treasures on the Beach (vocabulary/retrieve) Iron Age Celts/Egyptian Pharaohs (vocabulary/retrieve/summarise)

	Lime books Grey books	Lime books Grey books	Grey books	Grey books	Grey books Brown books	Grey books Brown books
	     					
	Initial Assessment A- Pre-Key Stage B – Y3 C – Y4	**Skills/tools focus** A- Pre-Key Stage B – Y3 C – Y4	**Mid-term assessment** A- Pre-Key Stage B – Y3 C – Y4	**Skills/tools focus** A- Pre-Key Stage B – Y3 C – Y4	**5 Stories a week** B- Y3 C – Y4 D – Y5	**Final Benchmark** C – Y4 D – Y5 E - Y6
	 Diversity	 Ben Miller Collection	 Fractured Fairy Tales	 How to Train Your Dragon Series	 Books by Michael Morpurgo	Books by Anne Fine  Nonsense poetry books
	Range of non-fiction texts linked to Anglo-Saxons and Vikings Newspaper Articles 	Range of non-fiction texts linked to Living Things and their Habitats 	Range of non-fiction texts linked to Climate Change and the Digestive System 	Range of non-fiction texts linked to writing topic – nature documentary 	Range of non-fiction texts linked to the Victorian period 	Range of non-fiction texts linked to Scientists and Inventors 

Mathematics

Number: Place Value
3 weeks

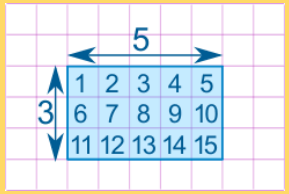
1. Represent numbers to 1,000
2. Partition numbers to 1,000
3. Number line to 1,000
4. Thousands
5. Represent numbers to 10,000
6. Partition numbers to 10,000
7. Flexible partitioning of numbers to 10,000
8. Find 1, 10, 100, 1,000 more or less
9. Number line to 10,000
10. Estimate on a number line to 10,000
11. Compare numbers to 10,000
12. Order numbers to 10,000
13. Roman numerals
14. Round to the nearest 10
15. Round to the nearest 100
16. Round to the nearest 1,000
17. Round to the nearest 10, 100 or 1,000

Number: Addition and Subtraction
3 weeks

1. Add and subtract 1s, 10s, 100s and 1,000s

Multiplication and Division Part 1
3 weeks

1. Multiples of 3
2. Multiply and divide by 6
3. 6 times-table and division facts
4. Multiply and divide by 9
5. 9 times-table and division facts
6. The 3, 6 and 9 times-tables
7. Multiply and divide by 7
8. 7 times-table and division facts
9. 11 times-table and division facts
10. 12 times-table and division facts
11. Multiply by 1 and 0
12. Divide a number by 1 and itself
13. Multiply three numbers



Measures Area
1 week

1. What is Area?
2. Measuring Area by counting squares
3. Making and calculating the Area of rectilinear shapes using squares

Multiplication and Division Part 2
3 weeks

1. Factor pairs
2. Use factor pairs
3. Multiply by 10
4. Multiply by 100
5. Divide by 10
6. Divide by 100
7. Related facts – multiplication and division
8. Informal written methods for multiplication
9. Multiply a 2-digit number by a 1-digit number
10. Multiply a 3-digit number by a 1-digit number
11. Divide a 2-digit number by a 1-digit number (1)
12. Divide a 2-digit number by a 1-digit number (2)
13. Divide a 3-digit number by a 1-digit number
14. Correspondence problems
15. Efficient multiplication

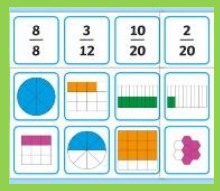
Measurement Length and

Perimeter
2 weeks

Favorite Pets		
Pet	Tally Marks	Number
	𝍸 𝍸	10
	𝍸	4
	𝍸 I	6

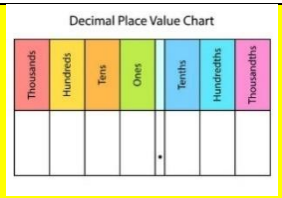
Statistics - Data
2 Weeks

1. Interpreting data from charts, graphs and pictograms
2. Comparison, Sum and Difference
3. Interpret line graphs
4. Draw line graphs



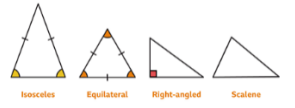
Fractions continued
2 weeks

1. Comparing and Order mixed numbers
2. Understand Improper Fractions
3. Convert Mixed Numbers to Improper Fractions
4. Covert Improper Fractions to Mixed Numbers
5. Equivalent fractions on a number line
6. Equivalent fraction families
7. Add two or more fractions
8. Add fractions and mixed numbers
9. Subtract two fractions
10. Subtract from whole amounts



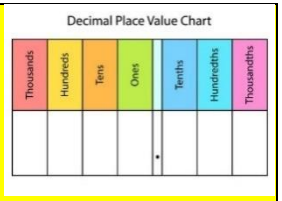
Decimals Part 1
3 weeks

1. Tenths as fractions
2. Tenths as decimals
3. Tenths on a place value chart
4. Tenths on a number line
5. Divide a 1-digit number by 10
6. Divide a 2-digit number by 10
7. Hundredths as fractions
8. Hundredths as decimals



Geometry – Properties of Shape - Angles 3 weeks

1. Understand Angles as turns
2. Identify Angles
3. Compare and Order Angles
4. What are Triangles?
5. What are Quadrilatrals?
6. What are Polygons
7. Lines of Symmetry
8. Complete a Symmetrical Figure

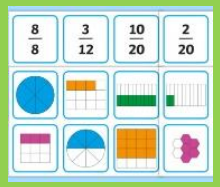
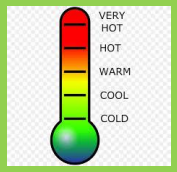


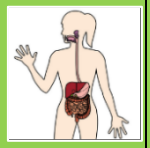
Decimals Part 2
2 weeks

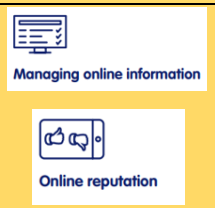
1. Make a whole with tenths
2. Make a whole with hundredths
3. Partition decimals
4. Flexibly partition decimals
5. Compare decimals
6. Order decimals
7. Round to the nearest whole number
8. Halves and quarters as decimals

Geometry
Position and Direction
2 weeks

1. Describe Position using Coordinates
2. Plot Coordinates
3. Draw 2D shapes on a grid
4. Translate on a Grid
5. Describe Translation on a Grid

	2. Add up to two 4-digit numbers – no exchange 3. Add two 4-digit numbers – one exchange 4. Add two 4-digit numbers – more than one exchange 5. Subtract two 4-digit numbers – no exchange 6. Subtract two 4-digit numbers – one exchange 7. Subtract two 4-digit numbers – more than one exchange 8. Efficient subtraction 9. Estimate answers 10. Checking strategies	4. Compare the area of different shapes and order them by size  **Measurement Time** **2 weeks** 1. Years, months, weeks and days 2. Hours, minutes and seconds 3. Convert between analogue and digital times 4. Convert to the 24-hour clock 5. Convert from the 24-hour clock	1. Measure in kilometres and metres 2. Equivalent lengths (kilometres and metres) 3. Perimeter on a grid 4. Perimeter of a rectangle 5. Perimeter of rectilinear shapes 6. Find missing lengths in rectilinear shapes 7. Calculate perimeter of rectilinear shapes 8. Perimeter of regular polygons 9. Perimeter of polygons **Fractions** **1 week**  1. Understanding the whole 2. Count beyond 1 3. Partitioning a Mixed Numbers 4. Number lines with mixed numbers	11. Subtract from mixed numbers  **Measures Temperature** 1. What is temperature 2. Positive and Negative Numbers 3. Reading Temperature 4. Recording Temperature in a practical context		 **Measurement – Money** **1 Week** 1. Write money using decimals 2. Convert between pounds and pence 3. Compare amounts of money 4. Estimate with money 5. Calculating with money 6. Solve Problems with money

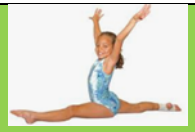
Science	**Sound** **Making and Changing Sound** 	**Electricity** **Circuits and Conductors** 	**Animals including Humans** **Eating and Digestion** 	**Living things and their Habitats** **Living in Environments** 	**Materials** **States of Matter** 	**Scientists and Inventors** 
	1. How are sounds made? 2. How do we hear sounds? 3. Can sound travel through materials? 4. Can sound travel across distances? 5. Which materials are the best at insulating sound? 6. What are pitch and volume?	1. Electrical Safety. 2. Can we build, create and draw circuits? 3. What's gone wrong? 4. What are conductors and insulators? 5. Investigation – How can we make a switch? 1. Investigation – How can we make a bulb shine brighter?	1. What are human teeth like? 2. How do we keep our teeth healthy? 3. Investigation – Tooth decay 4. What is the digestive system? 5. Investigation – Making poo. 6. What is a food chain? 7. Interpret and draw food chains. 8.	1. What is a habitat? 2. How can we group living things? 3. How can we classify animals into groups? 4. How do we use a classification key to classify animals? 5. How do we use a classification key for plants? 6. What impact do Humans have on habitats?	1. What are solids, liquids and gases? 2. What is a gas? 3. How does heat and cold change materials? 4. At what temperature do materials change? 5. What is evaporation? 6. What is condensation? 7. What is the water cycle?	1. Who was Thomas Edison and what was he known for? 2. Who was Alexander Graham Bell and what was he known for? 3. Can I invent and investigate toothpaste?

	Computer Science - Computing Systems and Networks The Internet	Computer Science Creating Media 1 Audio Production	Computer Science Creating Media 2 Photo Editing	Information Technology Data and Information Data and Information Data Logging	Computer Science Programming A Repetition in Shape	Computer Science Programming B Repetition in Games
						
Computing	1. How do networks physically link together?- In class 2. What is the internet made of? 3. What can be shared on the World Wide Web?- computers/iPad 4. What is a Website? – Computers/iPad 5. Who owns the World Wide Web? Computers/iPad 6. Can I believe what I read?	1. How can sound be recorded?- In class 2. How can we edit an audio recording? – Computer/iPad 3. What is a Podcast and how can I plan to record one?- Computer/iPad 4. Can I record and edit sounds to create a Podcast? – Computers/iPad 5. Can I enhance and develop my Podcast with sound effects and music? Computers/iPa 6. Can I evaluate my Podcast?	1. How can I change a digital image?- iPad 2. What happens when we change the colours and colour effects of images?- iPad 3. How does the cloning technique help to improve images? iPad 4. Can I use a range of tools to edit and combine images? iPad 5. Can I combine images for a purpose? iPad 6. Can I evaluate my work and make editing changes? I Pads	1. How can data gathered over time be used to answer questions? 2. How can I collect data over time with a digital device? 3. What is a data logger? 4. How can I analyse data in a data file? 5. Can I think of questions that can be answered from my logged data? 6. Can I use my data collected to answer questions?	1. What is Logo? 2. Can I write ordered instructions (code) to created my initials in logo? 3. How do I use the 'repeat' command in Logo? 4. How do loops in code create effects? 5. What is decomposition as how can it be used in code? 6. Can I create a program with count-controlled loops?	1. How can I create loops of code in the Scratch program?- 2. What types of loop can be created in programming? 3. Can I develop a design using loops to create a short animation? 4. Can I modify code for a game design to change how things happen? 5. Can I design a game that includes the use of repetitive code in the algorithm? 6. To create a game using my coding skills?
Digital Literacy						

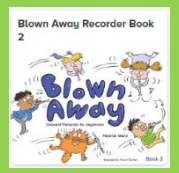
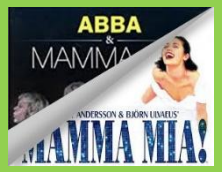
History	**Battles in the Past Vikings Vs Anglo Saxons** 	**Historical Turning Point- Why Did Henry VIII Marry Six Times?** 	**The Railway Revolution – Local study** 
	1. What was Britain like before the Vikings raided? 2. Who were the Vikings and why did they invade Britain? 3. How did the Vikings try to take over the country and how close did they get? 4. Who was Alfred the Great and why was he important? 5. How and when did England become a unified country? 6. How and why did the Saxon and Viking era in Britain end?	1. Who were the Tudors and when did they reign? 2. Could you spot Henry VIII in a police line-up? 3. How many wives did Henry VIII have? 4. Why did Henry VIII want a divorce from Catherine of Aragon? 5. Why did Henry break from Rome? Love or religion? 6. Which of Henry VIII's wives would you want to be and why?	1. How did people and goods travel prior to the invention of the steam train? 2. How did the railways change the lives of people in our locality? 3. Did everyone see the invention of the steam locomotive in the same way? 4. Who were the winners and losers of the railways?

Geography	**Location and Place Knowledge Local Field Study – Village Settlers York** 	**Physical Geography What is Climate Change?** 	**Locational Knowledge Our European Neighbours** 
	1. What are the needs of early settlers and what are the reasons for the original siting of settlements? 2. What are the origins of place names? 3. Why do we use mapping symbols and what do they mean? 4. How are settlements connected? 5. Why do people move from place to place today?	1. What is the difference between weather and climate? 2. What is climate change? 3. What is the impact of climate change? 4. What is the common goal? The big debate! 5. What is the future we want? 6. How can we encourage others to take action with us? 7. What are the Global Goals for Sustainable Development and why are they important? 8. Who is taking action against Climate Change?	1. How do we understand Europe as a continent? 2. What are the countries and capital cities of Europe? 3. What are the human and physical features of Spain? 4. How does Spain's climate differ to the UK? 5. How can I locate Spain's cities on a map? 6. What is London like compared to Madrid?

Physical Education.	 **Games** (Developing Invasion games through Basketball 1. Refine dribbling 2. Refine passing and receiving 3. Develop passing and dribbling creating space 4. Combine passing and dribbling to create shooting opportunities 5. Introduce marking 6. Level 1 tournament	 **Games** (Developing Invasion games through Football) 1. Refine dribbling 2. Turning 3. Refine passing and receiving 4. Develop passing and dribbling creating space 5. Introduce shooting 6. Level 1 tournament	  **Games** Developing games through basketball/football.	 **Games** Tennis (net and wall) 1. Consolidate sequence of learning from year 3, developing the forehand 2. Creating space to win a point using a racket 3. Introduce the backhand 4. Applying the forehand and backhand in game situations 5. Applying the forehand and backhand: Creating space to win a point 6. Level 1 tournament	 **Games** (Developing Invasion games through Quidditch) 1. Develop the role of the Beater (defender) 2. Develop the role of the Chaser (attacker) 3. Refine dodging 4. Introduce the role of the Keeper 5. Develop the role of the Keeper into a game 6. Level 1 tournament es	 **Dance and Movement** **The Golden Ticket Dance/ Charlie and the Chocolate Factory** 1. Introduce the song and key dance moves with facial expressions 2. Children to come up with dance moves for sweet names; i.e. chewy, gooey and melting chocolate 3. Children to learn a sequence utilising their dance moves in small groups with a start and finish 4. Children to learn a sequence of moves and perform this in unison 5. Children to perform and review 6. The Golden Ticket' dance.
	 **Swimming**	 **Swimming**	 **Swimming**			

	 **Athletics** (Exploring Indoor Athletics Events) 1. Explore running for speed, introduction to kick boards. 2. Develop running for speed using under/over obstacles 3. Introduce relay: Running for speed in a team 4. Introduction to indoor athletics competition 5. Explore running for distance 6. Understand and apply tactics when running for distance 7. Cross Country Competition	 **Games** (Developing Invasion games through Hockey) PPA 1. Introduce dribbling 2. Introduce passing and receiving 3. Combine dribbling and passing to create space 4. Develop passing, receiving and dribbling 5. Introduce shooting 6. Level 1 tournament	 **Gymnastics** Bridges PPA 1. Introduction to bridges - Individual and paired. 2. Developing bridges that symmetrical and asymmetrical with a partner. 3. Application of bridge learning onto apparatus 4. Sequence formation and performance.	 **Outdoor Adventurous Activities (Communication and Tactics)** 1. Creating and applying simple tactics: Noughts and Crosses 2. Developing leadership: Noughts and Crosses 3. Developing communication as a team: Rock, Paper, Scissors 4. Communicating as a team: Code Breakers 5. Communicating to collaborate effectively as a team: Island Hopping 6. Communicating to create defending and attacking tactics as a team: Capture the Flag	 **Athletics** (Introduction to Athletic Competitions and rules) Teacher Led 1. Level 1: Running 2. Level 1: Throwing 3. Level 1: Jumping 4. Athletics competitions: Part 1 5. Athletics competitions Part 2 6. Sports Day	 **Games** (Developing Striking and Fielding through Cricket) PPA 1. Develop an understand of batting and fielding 2. Introduce bowling underarm 3. Develop stopping and returning the ball 4. Develop retrieving and returning the ball 5. Striking the ball at different angles and speeds 6. Consolidate sequence of learning

	Presenting Myself (Je Me Presente) Intermediate Language Unit	**Family (En Famille)** Intermediate Language Unit	**House of Tudors (La Maison Tudor)** Intermediate Language Unit	**At the Café (Au Café)** Intermediate Language Unit	**The Classroom En Classe** Intermediate Language Unit	**My Home (Chez Moi)** Intermediate Language Unit
						
MFL	1. What can you remember about numbers to 10 and asking and answering the question *Ca Va?* 2. How do I count to 20 in French? 3. Can you ask the question, 'How old are you?' in French? 4. Can you ask someone where they live in French? 5. Where are you from? 6. What have you learnt in the unit, Je Me Presente?	1. What are the names for the family members in French? 2. Can you introduce your family members using 'my' before the noun? 3. Do you have any brothers or sisters? 4. What are the names of your brothers and sisters? 5. Can you count to 70 in French? 6. What have you learnt in the unit, *La Famille*?	1. What can you tell me about Henry VIII? 2. Can you identify verbs, adjectives and nouns within a piece of text written in French? 3. Can you describe each of Henry VIII's wives in French? 4. Can you decipher which statements about Henry VIII's wives are true and which are false? 5. What have you learnt about the Tudor period?	1. How do I order a drink in French using the correct article? 2. How do I order food in French using the correct article? 3. Can you order food and drink together as part of a café role play? 4. Can you ask and answer the key question *Qu'est-ce tu prends pour le petit déjeuner?* 5. Can you order extra food and drink items in French? 6. What have you learnt in the unit, *Au Café*?	1. Can you name some classroom items in French? 2. Can you name the next 6 nouns for classroom objects in French? 3. How do you respond to the question 'Qu'est-ce qu'il y a dans ta trousse ?' 4. Can you answer the question 'What is in your pencil case?' using the possessive adjectives 'mon', 'ma' and 'mes?' 5. Can you use 'Je n'ai pas de…'to form a detailed description of what you have and do not have in your pencil case?	1. What type of building do you live in and where is it located? 2. Which rooms do you have in your house (1)? 3. Which rooms do you have in your house (2)? 4. Which rooms **are not** in your house? 5. Can I talk about myself and my home? 6. What have we learnt in the unit, Chez Moi?

	Glockenspiel  Stage 2	 Christmas Performance	 Recorder- Blown Away Book 2	 Mamma Mia!	Blackbird  	Reflect, Rewind and Replay 
Music	1. Can you play the notes C,D,E,F? 2. Can you play the notes C,D,E and F / and explore pitch? 3. Can you play the note G? Can you play in collaboration with others? 4. Can you play a musical piece using C, D, E, F and G / and explore rhythm? 5. Can you play using the notes C, D, E and F with more complex rhythmic patterns / exploring pulse? 6. Can you create a composition? (use iPad and children log into Charanga)	1. What is a production? How will this production look different from your end of year production in Year 3? 2. How do we communicate thoughts and feelings of a character or songs? 3. What do you do if you lose your part? 4. How can we make sure that the audience can hear and understand us? 5. Look at your performance. What went well? What would you change? How could you improve it? 6. Are you ready to perform?	1. What can you tell me about the recorder? 2. Do you know how to play the note F? 3. Do you know how to play the note low C 4. Do you know how to play the note F#? 5. Do you know how to play the note high E?	1. Do you know the song Mamma Mia? Who is it by? 2. Have you heard the song Dancing Queen? Can you play alongside? 3. Do you know the song The Winner Takes It All? Can you improvise? 4. Have you heard the song Waterloo? Can you compose musical sections? 5. Do you know the song Super Trouper? Consolidation of composition of musical sections. 6. Have you heard the song Thank you for the Music? Consolidation of composition of musical sections.	1. Have you heard the song ‘Blackbird?’ Who is it by? 2. Can you play an instrument alongside a song? 3. Can you improvise alongside the song? 4. Can you compose with the song? 5. Do you know the song ‘Yesterday’ by The Beatles? Consolidation of composition of musical sections. Do you know the song ‘Let it Be’ by The Beatles? Consolidation of composition of musical sections.	1. What is a production? How will this production look different from your end of year production in Year 3? 2. How do we communicate thoughts and feelings of a character or songs? 3. What do you do if you lose your part? 4. How can we make sure that the audience can hear and understand us? 5. Look at your performance. What went well? What would you change? How could you improve it? 6. Are you ready to perform? .

Art and Design

The Pop Art Movement

Andy Warhol / Yayoi Kusama

1. Who is Andy Warhol?
2. Who is Yayoi Kusama?
3. Can you complete an observational drawing?
4. Can you design a Pop Art piece?
5. Can you create a clay sculpture?
6. Can you decorate your sculpture in a Pop Art style?

Portraits

Tudor Art

1. What is a portrait?
2. What is proportion?
3. Can you draw facial features?
4. Can you draw a self-portrait?
5. How has portraiture changed throughout history?
6. Can you create a Tudor style self-portrait?

Printing and Pattern

William Morris - Victorians

1. Who was William Morris?
2. Can you create artwork inspired by William Morris?
3. Can you complete your complex pattern?
4. Can you use water colour to produce a background for your Morris print?
5. Can you creata a Styrofoam print?
6. Can you use digital media to create a wallpaper inspired by William Morris?

Design Technology

Mechanisms – Levers and Linkages

MODULE PLANNER – LEVERS AND LINKAGES

Moving Messages

1. What are we learning in DT?
2. What are mechanical systems?
3. How can I create leavers and linkages?
4. Can I design a moving Christmas Message?
5. Can I follow my design to create a moving Christmas message?
6. How did my moving message turn out?

Electrical Systems - Simple circuits and switches

MODULE PLANNER – SIMPLE CIRCUITS AND SWITCHES

Recycled Outdoor Lights

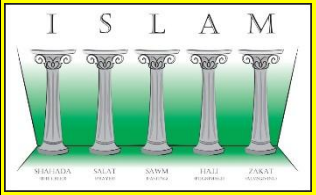
1. What are we learning in DT
2. How do electrical circuits create light?
3. Can I create a circuit?
4. Can I design an outdoor light?
5. Can I make an outdoor light?
6. How did my light turn out?

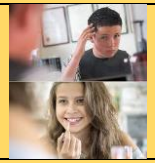
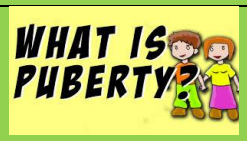
Food and Nutrition

MODULE PLANNER – HEALTHY AND VARIED DIET

Perfect Pizza

1. What are we learning in DT?
2. What do I know about Pizza?
3. What toppings can we add to a pizza?
4. Can I design a healthy pizza?
5. How do I make a pizza?
6. How did my pizza turn out?

RE	**Festivals/Beliefs and Practices**  What is Divali and why is it important?	**Festivals/Beliefs and Practices**  Which journeys are important in the Christmas story?	**Places of Worship** What is a Mosque and why is it important? 	**Festivals/ Beliefs & Practices** What actually happened at Easter? 	**Belonging/Beliefs and Practices/Founders and Leaders**  What do Buddhists believe?	**Beliefs and Practices**  What is life like for Muslims in Britain and around the world?
	1. Who is Rama and Sita? 2. How is Diwali celebrated around the world? 3. Why is light important in the festival of Diwali? 4. What are the Five-Day Celebrations of Diwali? 5. What is a Rangoli Pattern and why is it important?	1. What do I know about the Christmas Story? 2. What was Mary and Joseph's journey to Bethlehem like? 3. What journey did the Three Wise Men take?	1. What are the external features of a mosque? 2. What are the Internal Features of a Mosque? 3. A trip to the local Mosque 4. A tour guide of our local Mosque	1. What happened on Palm Sunday? 2. What happened at the Last Supper? 3. What happened after Jesus was arrested? 4. What happened during the resurrection and why is this important? 5. Can I sequence and explain the significance of the events in the Easter Story?	1. Who is Siddharth Gautama and why is he significant to the Buddhism? 2. What is Vesak day and how is it celebrated? 3. What are the core beliefs and teachings of Buddhism? 4. What is the eightfold path and the four noble truths?	1. What are the five pillars of Islam and why are they important? 2. What is Shahadah (belief) and Salah? 3. What is Zakat (charity) and Swam? 4. What is Hajj (pilgrimage)? 5. What do I understand about each of the Pillars?

PSHE	**Health and Well Being - Think Positive** 	**Health and Well Being - Safety First** 	**Relationships - VIPs** 	**Relationships - Growing Up** 	**Living in the Wider World - Respecting Rights** 	**Living in the Wider World - One World** 
	1. What is a happy mind and how can it make a difference to our lives? 2. What are helpful and unhelpful thoughts and how do they affect the way we feel? 3. How does it feel when big changes happen in our lives and how can we cope with these feelings? 4. What is a positive attitude to learning and what strategies can we use when we find something challenging?	1. What risks, hazards and dangers do we face in everyday life and what can we do if we think we're in a risky situation? 2. What are the dangers of using the road and how can we use the road safely? 3. What are drugs, cigarettes and alcohol and how do they affect the body and why are they dangerous? 4. Who is responsible for keeping me safe? 5. What does it mean to be safe online? Is this the same or different to what we have discussed?	1. Who are the important people in our lives? Why are they important? 2. What makes a good relationship? What can we do if one of our relationships is not good? 3. How and why do people fall out with their friends? What can we do when this happens? 4. What are the different ways that people a can be bullied and how can this affect people?	1. How might our thoughts and feelings change during puberty and how can we deal with difficult feelings and moods? 2. **RSE Lesson 1 Puberty and Human Reproduction** 3. What is personal hygiene?	1. What are rights and what rights do all people share and what special rights do children have? 2. Are all rights of equal importance? 3. What is respect and why is it important that rights are respected and what does it mean to respect the rights of others? 4. What can we tell about a person by looking at a picture?	1. What are the similarities and differences in the lives of Chiwa and Kwende and why are their lives so different? 2. What are Chiwa's reasons for wanting to attend school and what are her mother's reasons for wanting her to stay at home? 3. How can our actions affect the lives of people like Chiwa and what can we do to help make the world a fairer place to live?
RSE	**The changing adolescent body and the human lifecycle** 		**What is puberty?** 		**Healthy Relationships** 	
	1. Explore the human lifecycle 2. Identify some basic facts about puberty 3. Understand that puberty is an important stage in the human lifecycle		1. To explore how puberty is linked to reproduction 2. Know about some of the physical and emotional changes that happen in puberty 3. Understand that children change into adults to be able to reproduce if they choose to		1. Explore respect in a range of relationships 2. Discuss the characteristics of healthy relationships 3. Know that respect is important in all relationships including online 4. Explain how friendships can make people feel unhappy or uncomfortable	