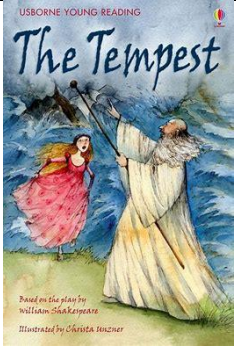
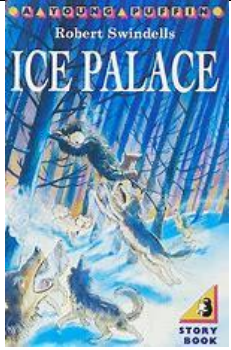
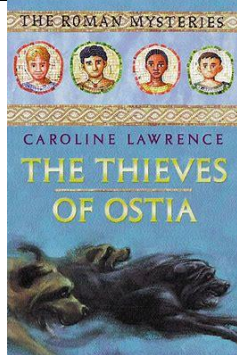
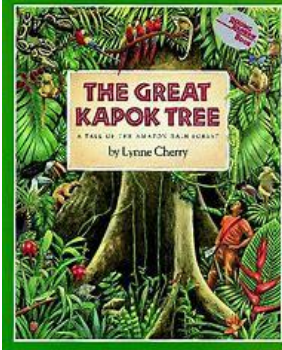
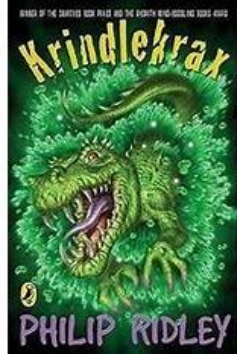
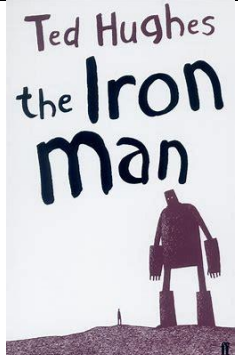


2023/2024						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
World-wide knowledge links & (Global citizenship)	<p>We aim to empower the children to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies. This is permeated through the school ethos and wider curriculum offer as well as intertwined within the curriculum and where appropriate making links. This may take place through collective worship, the ECO Team, CAFOD club, catholic social teaching.</p> <p>Whole school initiatives take place linked to global issues, such as fundraising events as well as embedded school events such as Black History Month, Diversity week and International evening.</p>					
Enquiry	What was life like in Tudor Times?	Why is electricity so important to modern living?	How did the Romans leave their mark on Britain?	Why is Amazonia so Precious?	Our wonderful bodies: Why are they so amazing?	Who lives where and why?
Growth mindset & metacognition	I can't do it ...YET! (Introduce Growth mindset characters).	I know how I learn best	It's good to take a risk	I can share my learning style	Never give up! (The PIT)	I can talk about my learning style
Diversity, Inclusion and Representation	<p>Ethnically diverse characters Henry's Freedom Box: A True Story from the Underground Railroad</p>	<p>Cultural diversity Ramadan Moon by Na'ima B. Robert</p> <p>The Lost Homework by Richard O'Neill</p>	<p>Neuro diversity I Talk Like A River by Jordan Scott</p>	<p>Physical disability Great People Who Reached for the Stars by Louise Page</p>	<p>Gender equality Who Am I? I Am Me!: A book to explore gender equality, gender stereotyping, acceptance and diversity by Jayneen Sanders</p>	<p>Refugee equal rights Mama's Nightingale: A Story of Immigration and Separation by Edwidge Danticat</p>

V alues	Love Respect	Forgiveness Honesty	Kindness and caring Trust	Tolerance Perseverance	Responsibility Friendship	Humility
E nriching experiences	Hampton Court Palace	Workshop and visit to Battersea Power Station	Schools London Mithraeum Roman workshop	Artis: Rainforest Drama workshop	Fulham Palace Gardens	Barnes Wetland Centre
English Key Texts	 The Tempest	 The Ice Palace	 The Thieves of Ostia	 The Great Kapok Tree	 Krindlekrax	 The Iron Man
English Writing Genre	Poetry Playscript	Letters Story writing	Story writing Biography	Persuasion Newspaper	Instructions - explanation Recount	Non chronological report - habitats Balanced argument
Maths	Number: Place Value 4 weeks count backwards through zero to include negative numbers	Measurement: Length and Perimeter 1 week measure and calculate the perimeter of a	Number: Multiplication and Division 3 weeks multiply two - digit and three - digit numbers	Number: Fractions 1 week add and subtract fractions with the same denominator solve problems	Number: Decimals 2 weeks round decimals with one decimal place to the nearest whole number compare numbers	Geometry: Properties of shape 3 weeks compare and classify geometric shapes, including

<p>identify, represent and estimate numbers using different representations read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value .</p> <p>find 1000 more or less than a given number recognise the place value of each digit in a four - digit number (thousands, hundreds, tens, and ones) order and compare numbers beyond 1000 round any number to the nearest 10, 100 or 1000</p>	<p>rectilinear figure (including squares) in centimetres and metres</p> <p>Convert between different units of measure [for example, kilometre to metre; hour to minute] estimate, compare and calculate different measures</p> <p>Number: Multiplication and Division 3 weeks</p> <p>count in multiples of 6, 7, 9, 25 and 1000</p> <p>recall multiplication and division facts for multiplication tables up to 12×12 use place value, known and derived facts to multiply and</p>	<p>by a one - digit number using formal written layout</p> <p>solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects</p> <p>Measurement: Area 1 week</p> <p>find the area of rectilinear shapes by counting squares</p> <p>Number: fractions 3 weeks</p> <p>count up and down in hundredths; recognise that hundredths arise when dividing an object by one</p>	<p>involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non - unit fractions where the answer is a whole number</p> <p>Number: Decimals 3 weeks</p> <p>recognise and write decimal equivalents of any number of tenths or hundredths recognise and write decimal equivalents to $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$</p> <p>find the effect of dividing a one - or two - digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p> <p>Consolidation 1 week</p>	<p>with the same number of decimal places up to two decimal places</p> <p>Measurement: Money 2 weeks</p> <p>solve simple measure and money problems involving fractions and decimals to two decimal places</p> <p>estimate, compare and calculate different measures, including money in pounds and pence</p> <p>Measurement: Time 1 weeks</p> <p>read, write and convert time between analogue and digital 12 - and 24 - hour clocks</p>	<p>quadrilaterals and triangles, based on their properties and sizes identify lines of symmetry in 2 - D shapes presented in different orientations</p> <p>identify acute and obtuse angles and compare and order angles up to two right angles by size identify lines of symmetry in 2 - D shapes presented in different orientations complete a simple symmetric figure with respect to a specific line of symmetry</p> <p>Geometry: Position and Direction 2 weeks</p> <p>describe positions on</p>
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	<p>solve number and practical problems that involve all of the above and with increasingly large positive numbers</p> <p>Number: Addition and Subtraction 3 weeks</p> <p>add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p> <p>estimate and use inverse operations to check answers to a calculation</p> <p>solve addition and subtraction two - step problems in contexts, deciding which operations and methods to use and why</p>	<p>divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</p> <p>recognise and use factor pairs and commutativity in mental calculations</p> <p>Consolidation 1 week</p>	<p>hundred and dividing tenths by ten.</p> <p>recognise and show, using diagrams, families of common equivalent fractions</p>		<p>solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</p> <p>Statistics 2 weeks</p> <p>interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</p> <p>solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</p>	<p>a 2 - D grid as coordinates in the first quadrant</p> <p>describe movements between positions as translations of a given unit to the left/right and up/down</p> <p>plot specified points and draw sides to complete a given polygon</p> <p>identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed</p> <p>describe positions on the full coordinate grid (all four quadrants)</p> <p>draw and translate simple shapes on the coordinate plane, and reflect them in the axes</p>
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						Consolidation 1 week
Science	<p><u>Sound</u></p> <p>Identify how sounds are made, associating some of them with something vibrating.</p> <ul style="list-style-type: none"> - Recognise that vibrations from sounds travel through a medium to the ear. -Find patterns between the pitch of a sound and features of the object that produced it. -Find patterns between the volume of a sound and the strength of the vibration that produced it. -Recognise that sounds get fainter as the distance from the sound source increases. 	<p><u>Electricity</u></p> <p>Identify that common appliance that run on electricity</p> <ul style="list-style-type: none"> - Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers -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. -Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit -Recognise some common conductors and insulators and associate metals with being good conductors. 	<p><u>State of Matter</u></p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <ul style="list-style-type: none"> -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. - Identify that part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p><u>Animals including humans</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey 	<p><u>Habitats</u></p> <p>Recognise that living thing can be grouped in a variety of ways.</p> <ul style="list-style-type: none"> -Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. -Recognise that environments can change and that this can sometimes pose dangers to living things. 	<p><u>Habitats</u></p> <p>Recognise that living thing can be grouped in a variety of ways.</p> <ul style="list-style-type: none"> -Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. -Recognise that environments can change and that this can sometimes pose dangers to living things.

<p>Geography</p>		<p>Our European Neighbours</p> <ul style="list-style-type: none"> • KS2 - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • KS2 - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America • KS2 - describe and understand key aspects of human geography, including: 		<p>Settlements & Looking after our environment</p> <ul style="list-style-type: none"> • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 		<p>Extreme Earth</p> <ul style="list-style-type: none"> • KS2 - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and
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		<p>types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <ul style="list-style-type: none"> • KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 		<ul style="list-style-type: none"> • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 		<p>describe features studied</p>
History	<p>Why did Henry VIII marry six times?</p> <ul style="list-style-type: none"> • KS2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 		<p>Invaders and settlers: Romans</p> <ul style="list-style-type: none"> • KS2 - the Roman Empire and its impact on Britain 		<p>The changing role of women</p> <ul style="list-style-type: none"> • KS2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	
Art & Design	<p>Art & DT from cross curricular 'The Tudors Topic'</p>	<p>Light up signs (DT)</p> <ul style="list-style-type: none"> • KS2 - use research and develop design 	<p>Mosaics – adapt Roman topic planning (DT)</p>	<p>Recycled Art & (DT/Art)</p> <p>to improve their mastery of art and</p>	<p>Frida Khalo (Art)</p> <ul style="list-style-type: none"> • KS2 - to create sketch books 	<p>A sense of place (Art)</p> <ul style="list-style-type: none"> • KS2 - to create sketch

	<ul style="list-style-type: none"> • KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials • KS2 - to improve their mastery of art and design techniques, including painting with a range of materials • KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials • KS2 - about great artists in history 	<p>criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <ul style="list-style-type: none"> • KS2 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • KS2 - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and 	<ul style="list-style-type: none"> • KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials • KS2 - to improve their mastery of art and design techniques, including painting with a range of materials • KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials 	<p>design techniques, including sculpture with a range of materials</p>	<p>to record their observations</p> <ul style="list-style-type: none"> • KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials • KS2 - to improve their mastery of art and design techniques, including painting with a range of materials • KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials • KS2 - about great artists in history 	<p>books to record their observations</p> <ul style="list-style-type: none"> • KS2 - use sketchbooks to review and revisit ideas • KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials • KS2 - to improve their mastery of art and design techniques, including painting with a range of materials • KS2 - about great artists in history
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		<p>finishing], accurately</p> <ul style="list-style-type: none"> • KS2 - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • KS2 - investigate and analyse a range of existing products • KS2 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • KS2 - apply their understanding of how to strengthen, stiffen and reinforce more complex structures 				
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		<ul style="list-style-type: none"> • KS2 - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • KS2 - apply their understanding of computing to program, monitor and control their products 				
Computing	<p>The internet</p> <ul style="list-style-type: none"> • Learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of 	<p>Creating media – Audio production</p> <ul style="list-style-type: none"> • Learners will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Learners will discuss the ownership of digital audio and 	<p>Programming A – Repetition in shapes</p> <ul style="list-style-type: none"> • Learners will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language. <p>This unit is the first of the two</p>	<p>Data logging</p> <ul style="list-style-type: none"> • In this unit, learners will consider how and why data is collected over time. Learners will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. 	<p>Photo editing</p> <ul style="list-style-type: none"> • Learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and 	<p>Repetition in games</p> <ul style="list-style-type: none"> • Learners will explore the concept of repetition in programming using the Scratch environment. The unit begins with a Scratch activity similar to that carried out in Logo in Programming

	<p>the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.</p>	<p>the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers.</p>	<p>programming units in Year 4, and looks at repetition and loops within programming</p>	<p>Learners will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Learners will spend time using a computer to review and analyse data. Towards the end of the unit, learners will pose questions and then use data loggers to automatically collect the data needed to answer those questions.</p>	<p>evaluate the effectiveness of their choices.</p>	<p>unit A, where learners can discover similarities between two environments. Learners look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.</p>
<p>Music Insert from Charanga</p>	<p>Unit: Mamma Mia Style: ABBA Topic and cross-</p>	<p>Unit: Glockenspi el Stage 2 Style: Learning basic instrumental skills by playing</p>	<p>Unit: Stop! Style: Grime, Classical, Bhangra, Tango, Latin Fusion</p>	<p>Unit: Lean On Me Style: Gospel Topic and cross-curricular links: Gospel in its</p>	<p>Unit: Blackbird All the learning in this unit is focused around one song: Blackbird by The</p>	<p>Unit: Reflect, Rewind and Replay Style: Western Classical Music</p>

	<p>curricular links: Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country.</p>	<p>tunes in varying styles</p> <p>Topic and cross-curricular links: Introduction to the language of music, theory and composition.</p>	<p>Topic and cross-curricular links: Composition, Bullying.</p>	<p>historical context ie from Beethoven to slavery, Elvis to the Urban Gospel of Beyoncé and different choirs like the London Community Gospel Choir. Analysing performance.</p>	<p>Beatles - a song about civil rights.</p>	<p>and your choice from Year 4</p> <p>Topic and cross-curricular links: Option to look at all the extension activities documents. Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>
PE	Personal	Social	Cognitive	Creative	Physical	Fitness

<p>PSHE</p>	<p>Internet safety and harms – link to computing</p> <ul style="list-style-type: none"> • why social media, some computer games and online gaming, for example, are age restricted. • where and how to report concerns and get support with issues online. 	<p>Mental wellbeing – link to anti-bullying week</p> <ul style="list-style-type: none"> • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 	<p>Health and prevention</p> <ul style="list-style-type: none"> • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 	<p>Physical health and fitness – link to PE</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. 	<p>Mental wellbeing – link to mental health awareness week</p> <ul style="list-style-type: none"> • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. <p>Health and prevention</p> <ul style="list-style-type: none"> • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 	<p>Physical health and fitness – link to PE</p> <ul style="list-style-type: none"> • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
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<p>RE</p>	<p>The Bible Describe with increasing detail and accuracy; the life and work of key figures in the history of the People of God, religious symbols and steps involved in religious actions and worship and those actions of believers which arise as a consequence of their beliefs. Make links between beliefs and life, giving reasons for actions and choices. Make links to show how feelings and beliefs affect their behaviour</p>	<p>Trust in God Describe with increasing detail and accuracy; the life and work of key figures in the history of the People of God, religious symbols and steps involved in religious actions and worship and those actions of believers which arise as a consequence of their beliefs. Make links between beliefs and life, giving reasons for actions and choices. Make links to show how feelings and beliefs affect their behaviour</p>	<p>Jesus, the Teacher Make links between beliefs and life, giving reasons for actions and choices. Make links to show how feelings and beliefs affect their behaviour and that of others. Show an understanding of the importance of stillness and quiet during times of reflection and prayer. Time to consider key issues. Listening and responding to a variety of points of views, supporting these views with reasons and justification.</p>	<p>Jesus, the Saviour Make links between beliefs and life, giving reasons for actions and choices. Explain what it means to belong to a Church community. Make links to show how feelings and beliefs affect their behaviour and that of others. Show an understanding of the importance of stillness and quiet during times of reflection and prayer. Time to consider key issues. Listening and responding to a variety of points of views, supporting these views with reasons and justification.</p>	<p>The Early Christians Describe with increasing detail and accuracy; the life and work of key figures in the history of the People of God, religious symbols and steps involved in religious actions and worship and those actions of believers which arise as a consequence of their beliefs. Make links between beliefs and life, giving reasons for actions and choices. Explain what it means to belong to a Church community</p>	<p>The Church Describe with increasing detail and accuracy; the life and work of key figures in the history of the People of God, religious symbols and steps involved in religious actions and worship and those actions of believers which arise as a consequence of their beliefs. Make links between beliefs and life, giving reasons for actions and choices. Explain what it means to belong to a Church community</p>
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	<p>and that of others. Listening and responding to a variety of points of views, supporting these views with reasons and justification. Making links to Scripture to support a point of view.</p> <p>Abraham Joseph Moses David</p>	<p>and that of others. Show an understanding of the importance of stillness and quiet during times of reflection and prayer. Time to consider key issues. Listening and responding to a variety of points of views, supporting these views with reasons and justification. Making links to Scripture to support a point of view.</p> <p>Zechariah Mary and Joseph Trinity Incarnation</p>	<p>Making links to Scripture to support a point of view.</p> <p>The Presentation Jesus in the Temple Parables</p>	<p>Holy Week</p>	<p>Make links to show how feelings and beliefs affect their behaviour and that of others. Listening and responding to a variety of points of views, supporting these views with reasons and justification. Making links to Scripture to support a point of view.</p> <p>Ascension Pentecost Stephen and Saul Paul and Silas</p>	<p>Show an understanding of the importance of stillness and quiet during times of reflection and prayer. Time to consider key issues. Listening and responding to a variety of points of views, supporting these views with reasons and justification.</p> <p>The Sacraments The Church Year The Mission of the Church</p>
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