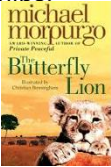
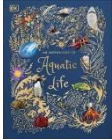
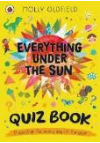
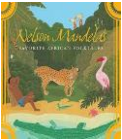
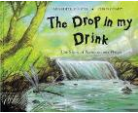
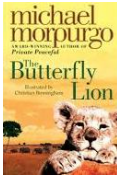
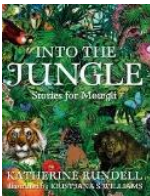
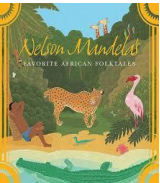


Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	<i>Fiction: The Butterfly Lion</i> Children explore themes of friendship, belonging and loss whilst developing inference skills and discussing characters' emotions and relationships. Pupils explain how the author uses language to create atmosphere and engage the reader.  <i>Non-Fiction: So You Think You've Got It Bad? A Kid's Life in Ancient Egypt</i> Children retrieve and interpret information from humorous non-fiction, developing the ability to explain vocabulary, summarise key ideas and discuss how authors present information to engage the reader. 	<i>Fiction: Oliver Twist</i> Children explore character development and themes of injustice whilst drawing inferences about characters' thoughts, feelings and motives. They discuss how language and description influence the reader's understanding of events.  <i>Non-Fiction: An Anthology of Aquatic Life</i> Pupils retrieve and compare information from a range of non-fiction features including diagrams, captions and fact files. They discuss how information is organised and presented to support understanding. 	<i>Fiction: Into the Jungle: Stories for Mowgli</i> Children develop inference and prediction skills whilst exploring themes of courage, loyalty and belonging. They discuss how the author creates atmosphere and develops characters through language choices.  <i>Non-Fiction: Rainforests at Risk</i> Pupils retrieve, summarise and interpret information from a range of non-fiction features. They discuss how authors present ideas and use evidence from the text to justify their understanding. 	<i>Fiction: Street Child</i> Children explore themes of resilience and hope whilst making inferences about characters' feelings, experiences and motivations. They discuss how the author presents important themes and creates empathy for the reader.  <i>Non-Fiction: Shackleton's Journey</i> Pupils retrieve and evaluate information from historical non-fiction, using evidence from the text and illustrations to explain events and develop their understanding of the author's presentation of information. 	<i>Fiction: The Iron Man</i> Children explore themes of friendship, courage and acceptance whilst developing inference and prediction skills. They discuss how the author uses language, dialogue and description to create mystery and suspense.  <i>Non-Fiction: Everything Under the Sun</i> Pupils retrieve and explain information from a range of explanatory texts, discussing how authors answer questions, organise ideas and present information clearly for the reader. 	<i>Fiction: Nelson Mandela's Favourite African Folktales</i> Children explore themes, morals and traditions across a range of stories whilst comparing characters, settings and messages. They discuss how authors use language to convey ideas and engage the reader.  <i>Non-Fiction: The Drop in My Drink: The Story of Water on Our Planet</i> Pupils retrieve and interpret information from diagrams, illustrations and explanatory texts. They summarise key ideas, explain vocabulary and justify their understanding using evidence from the text. 

	<u>Reading domains:</u> Vocabulary, Retrieval, Inference, Authorial Intent <u>NC Links:</u> <i>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify these with evidence; discuss words and phrases that capture the reader's interest and imagination; retrieve and record information from non-fiction; identify themes and conventions in a wide range of books.</i>	<u>Reading domains:</u> Retrieval, Inference, Vocabulary, Compare <u>NC Links:</u> <i>Draw inferences and justify with evidence; retrieve and record information from non-fiction; identify how language, structure and presentation contribute to meaning; discuss words and phrases that capture the reader's interest and imagination.</i>	<u>Reading domains:</u> Inference, Prediction, Vocabulary <u>NC Links:</u> <i>Predict what might happen from details stated and implied; draw inferences and justify with evidence; identify themes and conventions; discuss words and phrases that capture the reader's interest and imagination.</i>	<u>Reading domains:</u> Inference, Retrieval, Compare <u>NC Links:</u> <i>Draw inferences and justify with evidence; retrieve and record information from non-fiction; identify themes and conventions; discuss and explain understanding of what has been read.</i>	<u>Reading domains:</u> Prediction, Inference, Vocabulary, Authorial Intent <u>NC Links:</u> <i>Predict what might happen from details stated and implied; draw inferences and justify with evidence; discuss words and phrases that capture the reader's interest and imagination; identify how language contributes to meaning.</i>	<u>Reading domains:</u> Retrieval, Inference, Compare <u>NC Links:</u> <i>Identify themes and conventions; compare and discuss books including myths, legends and traditional stories; retrieve and record information from non-fiction; draw inferences and justify these with evidence.</i>
Writing	<u>Transition Text: One Plastic Bag</u> Children establish a writing baseline against previous year group standards.  <u>The Butterfly Lion Fiction Writing: Writing in role (Perspective)</u> Children learn to write in role, expressing thoughts and feelings from a character's perspective. They develop character through vocabulary choices, organise ideas into paragraphs and use dialogue to reveal emotions. <u>The Butterfly Lion Non-Fiction Writing: Writing to discuss</u> Children learn to present two sides of an argument by organising ideas into clear paragraphs and supporting each viewpoint with reasons and evidence from the text. They develop the use of conjunctions to explain contrasting opinions and choose vocabulary appropriate for discussing different perspectives. 	<u>Oliver Twist Fiction Writing: Historical Plot</u> Children develop a historical narrative by creating characters, describing settings and organising events into paragraphs. They use expanded noun phrases and fronted adverbials to add detail and cohesion. <u>Oliver Twist Non-Fiction Writing: Writing to persuade</u> Children learn to write a persuasive letter by stating their viewpoint clearly and supporting it with reasons and evidence. They organise ideas into paragraphs, use persuasive language and select vocabulary carefully to influence the reader.  <u>Christmas Classic: A Christmas Carol: Historical Setting Description</u> Children create an atmospheric historical setting using expanded noun phrases, fronted adverbials and carefully selected vocabulary to build imagery and engage the reader. 	<u>Into the Jungle Fiction Writing: Unfamiliar Setting Description</u> Children learn to describe an unfamiliar setting using ambitious vocabulary and varied sentence structures. They organise ideas into paragraphs and develop imagery through precise language choices. <u>Into the Jungle Non-Fiction Writing: Writing to inform</u> Children learn to present information clearly by organising ideas into paragraphs with headings and sub-headings. They develop the use of technical vocabulary, write factual sentences and group related information to inform the reader effectively. 	<u>Street Child Fiction Writing: Narrative Adventure with an alternative ending</u> Children plan and write an alternative ending, developing characters, sequencing events effectively and creating tension through vocabulary and sentence choices. <u>Street Child Non-Fiction Writing: Writing to explain</u> Children learn to explain a process clearly by organising instructions and explanations into sections. They use precise vocabulary, sequence ideas logically and write clearly so that the reader can follow the process accurately. 	<u>Iron Man Fiction Writing: Narrative Historical / Dilemma</u> Children develop a narrative around a dilemma, organising ideas into paragraphs and using dialogue and description to reveal character thoughts and motivations. <u>Iron Man Non-Fiction Writing: Writing to recount</u> Children learn to recount events from a personal viewpoint, organising ideas chronologically and describing thoughts, feelings and experiences in detail. They develop the use of paragraphs and select vocabulary to help the reader understand the writer's emotions. 	<u>Nelson Mandela's Favourite African Folktales Fiction Writing: Retelling folktale</u> Children retell a traditional story, developing characters, themes and events whilst organising ideas into paragraphs and using dialogue and description to engage the reader. <u>Nelson Mandela's Favourite African Folktales Non-Fiction Writing: Writing to recount</u> Children learn to write a biography by organising information into sections and paragraphs, selecting important facts and presenting them in chronological order. They develop the use of subject-specific vocabulary and write to inform the reader about a significant person's life and achievements. 
	<u>NC Links:</u> <i>Plan writing by discussing and recording ideas; Compose and rehearse sentences orally; Organise paragraphs around a theme; Assess the effectiveness of their own and others' writing and suggest improvements; Proof-read for spelling and punctuation errors.</i>	<u>NC Links:</u> <i>In narratives, create settings, characters and plot; Organise paragraphs around a theme; Use expanded noun phrases with modifying adjectives and preposition phrases; Use fronted adverbials; Use commas after fronted adverbials; Proof-read for spelling and punctuation errors.</i>	<u>NC Links:</u> <i>Organise paragraphs around a theme; Use headings and sub-headings to aid presentation; Use fronted adverbials; Use appropriate choice of pronoun or noun to aid cohesion and avoid repetition; Assess the effectiveness of their own and others' writing.</i>	<u>NC Links:</u> <i>In narratives, create settings, characters and plot; Organise paragraphs around a theme; Use fronted adverbials; Use inverted commas and other punctuation to indicate direct speech; Use appropriate pronouns and nouns within and across sentences to aid cohesion.</i>	<u>NC Links:</u> <i>In narratives, create settings, characters and plot; Organise paragraphs around a theme; Use inverted commas and other punctuation to indicate direct speech; Use appropriate choice of pronoun or noun to aid cohesion and avoid repetition; Proof-read for spelling and punctuation errors.</i>	<u>NC Links:</u> <i>In narratives, create settings, characters and plot; Organise paragraphs around a theme; Use inverted commas and other punctuation to indicate direct speech; Use appropriate choice of pronoun or noun to aid cohesion and avoid repetition; Assess the effectiveness of their</i>

	<i>In narratives, create settings, characters and plot; Organise paragraphs around a theme; Use fronted adverbials; Use inverted commas and other punctuation to indicate direct speech; Assess the effectiveness of their own and others' writing and suggest improvements.</i>					<i>own and others' writing and suggest improvements.</i>
Maths	<u>Place Value – 4-digit Numbers (1 & 2)</u> <u>Addition and Subtraction</u> Pupils develop a secure understanding of place value in four-digit numbers by representing, partitioning, comparing, ordering and rounding numbers to 10,000. They count in multiples, estimate numbers on number lines and find 1,000 more or less. They then apply place value knowledge to add and subtract four-digit numbers using formal written methods, estimate and check answers using inverse operations, and solve increasingly complex one-, two- and multi-step problems.	<u>Measure – Area</u> <u>Multiplication and Division (1)</u> Pupils investigate area by counting squares and comparing the area of rectilinear shapes. They develop fluency in all multiplication tables to 12×12, multiply and divide mentally using known facts, explore multiplication by 0 and 1, division by 1 and itself, and multiply three numbers efficiently.	<u>Multiplication and Division (2)</u> <u>Length and Perimeter</u> Pupils use factor pairs, commutativity and place value to multiply and divide by 10 and 100, multiply two- and three-digit numbers by one-digit numbers using formal written methods, solve correspondence and scaling problems, and divide with remainders. They convert units of length and calculate the perimeter of rectangles, rectilinear shapes and polygons.	<u>Fractions (1)</u> <u>Fractions (2)</u> Pupils extend their understanding of fractions by counting beyond one, using mixed numbers and improper fractions, recognising equivalent fractions and simplifying fractions. They add and subtract fractions with the same denominator, calculate fractions of quantities and solve increasingly challenging fraction problems.	<u>Decimals (1 & 2)</u> <u>Money</u> <u>Time</u> Pupils recognise tenths and hundredths as fractions and decimals, compare, order and round decimals, divide by 10 and 100, and identify decimal equivalents of halves and quarters. They solve problems involving money using pounds and pence before converting between units of time and using analogue, digital and 24-hour clocks.	<u>Geometry – Angles and 2D Shapes</u> <u>Statistics</u> <u>Geometry – Position and Direction</u> Pupils identify, compare and classify angles and polygons, investigate lines of symmetry and complete symmetrical figures. They interpret, present and analyse data using charts and line graphs before describing, plotting and translating coordinates in the first quadrant.
	<u>NC Links:</u> Count in multiples of 6, 7, 9, 25 and 1,000; Find 1,000 more or less than a given number; Count backwards through zero to include negative numbers; Recognise the place value of each digit in a four-digit number; Order and compare numbers beyond 1,000; Identify, represent and estimate numbers using different representations; Round any number to the nearest 10, 100 or 1,000; Read Roman numerals to 100 (I to C) and know that over time the numeral system changed to include the concept of zero and place value; Add and subtract numbers with up to four digits using formal written methods; Estimate and use inverse operations to check answers; Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use.	<u>NC Links:</u> Find the area of rectilinear shapes by counting squares; Recall multiplication and division facts for multiplication tables up to 12×12; Use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1, dividing by 1 and multiplying three numbers.	<u>NC Links:</u> Recognise and use factor pairs and commutativity in mental calculations; Recall multiplication and division facts up to 12×12; Use place value, known and derived facts to multiply and divide mentally; Multiply two- and three-digit numbers by a one-digit number using formal written layout; Solve problems involving multiplying and adding, including integer scaling and correspondence problems; Convert between different units of measure (e.g. km and m); Measure and calculate the perimeter of rectilinear figures (including squares) in centimetres and metres.	<u>NC Links:</u> Recognise and show, using diagrams, families of common equivalent fractions; Count up and down in hundredths; Recognise and use fractions as numbers; Compare and order fractions; Add and subtract fractions with the same denominator; Solve problems involving increasingly harder fractions to calculate quantities and fractions to divide quantities where the answer is a whole number.	<u>NC Links:</u> Recognise and write decimal equivalents of tenths and hundredths; Find the effect of dividing a one- or two-digit number by 10 and 100; Compare numbers with the same number of decimal places up to two decimal places; Round decimals with one decimal place to the nearest whole number; Recognise decimal equivalents of $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$; Estimate, compare and calculate different measures, including money in pounds and pence; Convert between different units of measure, including time; Read, write and convert time between analogue and digital 12- and 24-hour clocks; Solve problems involving converting units of time.	<u>NC Links:</u> Identify acute and obtuse angles and compare and order angles up to two right angles by size; Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes; Identify lines of symmetry in 2D shapes and complete symmetrical figures; Interpret and present discrete and continuous data using bar charts and time graphs; Solve comparison, sum and difference problems using information presented in graphs and tables; Describe positions on a 2D grid as coordinates in the first quadrant; Plot specified points and draw sides to complete polygons; Describe movements between positions as translations.

History	<u>Pyramids and Pharaohs</u> Children investigate Ancient Egyptian civilisation, exploring pharaohs, hieroglyphics, the River Nile, pyramids and burial practices. They examine key events, influential figures such as Cleopatra and Tutankhamun and use historical evidence to understand how Ancient Egypt changed over time and why it remains significant today.	<u>Weaving Through Waterways</u> Children investigate how canals, rivers and railways supported the growth of Radcliffe and its mills during the Victorian era. They explore how industry changed local communities and examine the causes and consequences of economic and social change over time.		<u>Journey to the Ends of the Earth</u> Children investigate the lives and achievements of explorers including Ferdinand Magellan and Ernest Shackleton. They explore significant expeditions, the Race to the South Pole and how exploration has changed over time, considering the courage, challenges and significance of these historical journeys.	<u>Full Steam Ahead!</u> Children investigate the invention and development of the railway, exploring the work of George Stephenson and the impact railways had on jobs, leisure, towns and travel. They examine how railways transformed Victorian Britain and consider how transport continues to evolve today.	<u>Inventions: Ideas to Impact</u> Children investigate how inventions and discoveries changed communication, medicine, engineering and everyday life. They explore inventions from Ancient Egypt, the Early Islamic civilisation and the Industrial Revolution, examining how ideas developed over time and continue to influence modern society.
	<u>Disciplinary Concepts:</u>  <i>Change and Continuity</i>  <i>Interpretations</i>  <i>Reasons and Results</i> <u>NC Links:</u> <i>The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and an in-depth study of Ancient Egypt. Develop a chronologically secure knowledge and understanding of world history. Understand historical concepts such as continuity and change, cause and consequence, and significance.</i>	<u>Disciplinary Concepts:</u>  <i>Change and Continuity</i>  <i>Reasons and Results</i> <u>NC Links:</u> <i>A local history study. A study of an aspect of British history that extends pupils' chronological knowledge beyond 1066.</i>		<u>Disciplinary Concepts:</u>  <i>Change and Continuity</i>  <i>Significance</i>  <i>Reasons and Results</i> <u>NC Links:</u> <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Understand historical concepts such as cause and consequence, continuity and change, and significance.</i>	<u>Disciplinary Concepts:</u>  <i>Change and Continuity</i>  <i>Interpretations</i>  <i>Reasons and Results</i> <u>NC Links:</u> <i>A study of an aspect of British history that extends pupils' chronological knowledge beyond 1066. Understand historical concepts such as continuity and change and cause and consequence.</i>	<u>Disciplinary Concepts:</u>  <i>Change and Continuity</i>  <i>Reasons and Results</i> <u>NC Links:</u> <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Understand historical concepts such as continuity and change, cause and consequence, and significance.</i>
Geography		<u>Weaving Through Waterways</u> Children investigate rivers and canals, using maps and four-figure grid references to study the River Irwell, local waterways and the Irwell Sculpture Trail. They compare physical and human features and explore how waterways have shaped settlements and communities over time.	<u>The Lungs of the Earth</u> Children explore Brazil and the Amazon Rainforest, investigating its location, layers, resources and biodiversity. They examine the causes and effects of deforestation and consider how human actions impact both local communities and the wider world, exploring ways to protect this important environment.	<u>Journey to the Ends of the Earth</u> Children investigate Antarctica and other extreme environments, exploring why Antarctica is inhospitable and how explorers adapted to survive. They compare expeditions across different periods and use maps to understand how places fit within a wider geographical context.		
		<u>Disciplinary Concepts:</u>  <i>Environment and Sustainability</i>  <i>Patterns and Trends</i>  <i>Interconnections</i>	<u>Disciplinary Concepts:</u>  <i>Environment and Sustainability</i>  <i>Interconnections</i>  <i>Spatial Significance</i>	<u>Disciplinary Concepts:</u>  <i>Environment and Sustainability</i>  <i>Patterns and Trends</i>  <i>Interconnections</i>		

		 Spatial Significance NC Links: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and keys. Describe and understand key aspects of physical geography, including rivers.	NC Links: Locate the world's countries, using maps to focus on South America. Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts. Describe and understand key aspects of human geography, including land use and economic activity.	 Spatial Significance NC Links: Locate the world's countries using maps, concentrating on South America and polar regions. Describe and understand key aspects of physical geography, including climate zones and biomes.		
Science	<u>Eat or Eaten</u> Pupils explore how living things can be grouped and classified according to their characteristics, using classification keys to identify animals in local and wider environments. They investigate how animals are suited to different environments, construct and interpret food chains using producers, predators and prey, and examine how human activity and natural events can positively or negatively affect habitats, populations and the relationships between living things.	<u>It's Electrifying!</u> Children develop their understanding of electricity by identifying appliances that use electricity and learning how simple series circuits function. They construct circuits using cells, wires, bulbs, switches and buzzers, investigate whether circuits are complete or incomplete and explore the function of switches. Children investigate electrical conductors and insulators, using evidence from practical enquiries to identify materials suitable for different purposes.	<u>Shifting States</u> Children learn about the three states of matter and classify materials as solids, liquids and gases. They explore how materials change state when heated or cooled, investigating melting and freezing and considering the temperatures at which these changes occur. Children investigate how temperature affects materials, including dissolving, and apply their understanding by observing processes involved in making butter and ice cream.	<u>Turn It Up!</u> Pupils investigate how sounds are produced by vibrations and how these vibrations travel through different media to the ear. They explore how sounds can be changed and absorbed, investigate relationships between an object's features and the pitch it produces, and examine the relationship between vibration strength and volume. Pupils also investigate how increasing distance from a sound source affects how loudly it can be heard.	<u>Mighty Molars</u> Pupils investigate the different types of human teeth and their functions, including how teeth are adapted for cutting, tearing and grinding food. They explore how teeth can be damaged and how good oral hygiene protects them, before comparing teeth in different animals and relating differences to diet. Pupils then investigate the main organs of the human digestive system and describe the function of each part as food moves through the body.	<u>From Precipitation to Evaporation</u> Children develop their understanding of water and changes of state by investigating temperature and accurately measuring changes over time. They explore evaporation and condensation and apply this knowledge to the water cycle, explaining how water evaporates, condenses, falls as precipitation and collects. Children investigate how temperature influences the rate of evaporation and use observations and measurements to identify patterns and draw conclusions.
	<u>Scientific Concepts:</u> Adaptation, Variation, Cause and Effect <u>Disciplinary Skills:</u>  Identifying, grouping and classifying  Research  Pattern Seeking NC Links: Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider	<u>Scientific Concepts:</u> Process, Growth <u>Disciplinary Skills:</u>  Identifying, grouping and classifying  Pattern Seeking  Fair testing NC Links: Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.	<u>Scientific Concepts:</u> Changes, Cause and Effect <u>Disciplinary Skills:</u>  Identifying, grouping and classifying  Comparative Testing Fair testing  Observing over time NC Links: Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure	<u>Scientific Concepts:</u> Energy, Cause and Effect, Process <u>Disciplinary Skills:</u>  Research  Pattern Seeking  Comparative Testing NC Links: Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the	<u>Scientific Concepts:</u> Structure, Function, Variation, Growth and Process <u>Disciplinary Skills:</u>  Identifying, grouping and classifying  Research  Observing over time NC Links: 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. Working Scientifically:	<u>Scientific Concepts:</u> Changes, Process <u>Disciplinary Skills:</u>  Identifying, grouping and classifying  Fair testing  Observing over time NC Links: Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part

	environment. Recognise that environments can change and that this can sometimes pose dangers to living things Construct and interpret a variety of food chains, identifying producers, predators and prey. Working Scientifically: Ask relevant questions and use different types of scientific enquiries to answer them. Identify differences, similarities or changes related to simple scientific ideas and processes. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use straightforward scientific evidence to answer questions or to support their findings.	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. Working Scientifically: Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Use straightforward scientific evidence to answer questions or to support their findings.	or research the temperature at which this happens in degrees Celsius (°C). Working Scientifically: Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases. Working Scientifically: Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Identify differences, similarities or changes related to simple scientific ideas and processes. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Use straightforward scientific evidence to answer questions or to support their finding	played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Working Scientifically: Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support their findings.
Art & Design	<u>Drawing: Sketch Yourself</u> Children explore the contemporary work of Egyptian muralist Alaa Awad, studying how line, proportion, tone and colour communicate identity and culture. They develop portrait drawing skills through profile sketches, experiment with oil pastels and blending techniques and create a self-portrait inspired by Awad's style and colour palette.		<u>Sculpture: Moulding a Masterpiece</u> Children explore the ceramic artwork of Kate Malone, studying how form, texture and colour are inspired by the natural world. They develop sculpting techniques including coiling, scoring, slipping and surface decoration before creating and painting a ceramic vessel inspired by tropical fruits and Malone's artistic style		<u>Drawing: Pointing in the Right Direction</u> Children explore the perspective artwork of Patrick Hughes, learning how artists create the illusion of depth on a flat surface. They investigate one-point and two-point perspective, develop their understanding of horizon lines and vanishing points and apply coloured pencil techniques to create a perspective drawing inspired by railways.	

	<u>NC Links:</u> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. To learn about great artists, architects and designers in history.		<u>NC Links:</u> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. To learn about great artists, architects and designers in history.		<u>NC Links:</u> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. To learn about great artists, architects and designers in history.	
Design & Technology		<u>Textiles: ‘Knot’ Your Typical Design</u> Children investigate how sports bags are designed and constructed, exploring materials, fastenings and drawstring mechanisms. They develop sewing skills including hems, running stitch and appliqué before designing, making and evaluating a drawstring PE bag that meets the needs of a specific user.		<u>Electronics/Structures: Red Alert!</u> Children investigate how alarm systems use switches and electrical circuits to keep people and possessions safe. They explore different switch types, construct electrical circuits, design protective casings using nets and create an alarm system that protects valuable items whilst meeting a specific design brief.		<u>Mechanisms: Lifting the Load</u> Children investigate how pulley systems reduce the force needed to lift heavy objects. They explore fixed, moveable and compound pulleys, evaluate their effectiveness and then design, construct and test a pulley system capable of lifting water from a well to support the work of WaterAid.
		<u>NC Links:</u> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Select from and use a wider range of tools and equipment to perform practical tasks accurately. Select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.		<u>NC Links:</u> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, prototypes and pattern pieces. Select from and use a wider range of tools and equipment to perform practical tasks accurately. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors.		<u>NC Links:</u> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, prototypes and pattern pieces. Select from and use a wider range of tools and equipment to perform practical tasks accurately. Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

PE	<u>Yoga: Moving</u> Children are able to perform the yoga poses showing signs of flexibility and control with confidence. <u>Playing Dev Invasion Games</u> Children can dodge a defender using a variety of different techniques. Children know what technique is needed depending on the game or ball. Children can chest pass the ball to a partner of a variety of distances.	<u>Playing Development of Target Games</u> Children understand that they need to stand forward with their least dominant foot over the shooting line. Children can judge the flight of an object and be ready to catch using the appropriate technique. Children should understand the correct stance when using a tri golf club. <u>Moving Development Gymnastics</u> Children can use appropriate vocabulary to describe what they and others are doing. Children know and understand the safety implications involved in various types of rolling	<u>Development of Dance</u> Children can perform dance fluency and with control. Children can use and structure simple movement phrases individually and in groups. Children can respond to a range of stimuli improving, freely using a range of controlled movements and patterns. <u>Competing Invasion Basketball</u> Children can use a range of skills .e.g throwing, catching, bowling, with some degree of control. Children can throw over a variety of distances using the underarm and overarm techniques. Children can judge the flight of the ball and be ready to catch the ball using the appropriate technique.	<u>Invasion Games (fundamentally Hockey)</u> Children can use a range of skills .e.g throwing, catching, bowling, with some degree of control. Children can throw over a variety of distances using the underarm and overarm techniques. Children can judge the flight of the ball and be ready to catch the ball using the appropriate technique. <u>Competing Developing Net Wall</u> Children understand that they need to play a pass on their side of the court before it is sent back to the other team. Children can pass the ball towards their partner so they have time to play the next shot.	<u>Competing Net Wall Development of Net Wall</u> Children understand that they need to play a pass on their side of the court before it is sent back to the other team. Children can pass the ball towards their partner so they have time to play the next shot. <u>Competing Developing Athletics</u> Children can use their upper body to gain distance on the jump. Children understand that when running for distance, they must pace themselves to complete the distance set. Children can understand to transfer their body weight from back to front to generate more power when throwing.	<u>Outdoor Adventurous Activities (Playing)</u> Children are able to follow a route within a time limit. Children can confidently solve problems in unfamiliar environment. Children are able to follow a map into an unknown location. <u>Competing Developing S&F Rounders and Cricket</u> Children know to stand sideways on, with the bat backwards ready to swing at the ball. Children know how they need to score and can run to the bases safely. Children can play the games using the techniques shown throughout the term.
	<u>NC Link:</u> <i>Develop flexibility, strength, technique, control and balance. Use running, jumping, throwing and catching in isolation and combination. Playing competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</i>	<u>NC Link:</u> <i>Use running, jumping, throwing and catching in isolation and combination. Playing competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique and control and balance. Perform dances using a range of movement patterns.</i>	<u>NC Link:</u> <i>Develop flexibility, strength, technique, control and balance. Perform dance using a range of movement patterns. Use running, jumping, throwing and catching in isolation and combination. Playing competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Compare their performance with previous ones and demonstrate improvement to achieve their personal best.</i>	<u>NC Link:</u> <i>Use running, jumping, throwing and catching in isolation and combination. Playing competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Compare their performance with previous ones and demonstrate improvement to achieve their personal best.</i>	<u>NC Link:</u> <i>Use running, jumping, throwing and catching in isolation and combination. Playing competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Compare their performance with previous ones and demonstrate improvement to achieve their personal best.</i> Develop flexibility, strength, technique and control and balance.	<u>NC Link:</u> <i>Take part in outdoor and adventurous activity challenges both individually and in a team. Use running, jumping, throwing and catching in isolation and combination. Playing competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Compare their performance with previous ones and demonstrate improvement to achieve their personal best.</i>
RE	<u>Christianity: What kind of world did Jesus want?</u> Pupils explore the Christian concept of Gospel as the good news about Jesus' life and teachings. They learn about the calling of the first disciples, the meaning of being 'fishers of people', the work of evangelists and vicars, Jesus' treatment of people who were outcasts, and the Parable of the Good Samaritan, considering how Christians try to live as Jesus taught.	<u>Judaism: How do festivals and family life show what matters to Jewish people?</u> Pupils build on their earlier learning about Judaism by exploring how Shabbat, Rosh Hashanah, Yom Kippur and Pesach (Passover) are celebrated. They learn that Jewish people are diverse and begin to understand the differences between Orthodox and Progressive Judaism. Pupils investigate how festivals, worship and family life help Jewish people remember important beliefs about creation, forgiveness, freedom and God's relationship with his people.	<u>Islam: How do festivals and worship show what matters to a Muslim?</u> Pupils deepen their understanding of Islam by exploring the meanings of Islam, Muslim and Salaam, learning about submission to Allah and the Five Pillars of Islam. They investigate the opening chapter of the Qur'an, the importance of prayer, the mosque, Ramadan and Eid, considering how worship and festivals show what matters to Muslims.	<u>Christianity: Why do Christians call the day that Jesus died 'Good Friday'?</u> Pupils explore the Christian concept of Salvation through the events of Holy Week and Easter. They investigate key Bible texts, examine the emotions of people present during Jesus' death and resurrection, and learn why Christians believe Jesus' sacrifice restored the relationship between God and humanity through forgiveness and salvation.	<u>Christianity: For Christians, when Jesus left, what was the impact of Pentecost?</u> Pupils learn about the events of Pentecost in Acts 2 and why Christians describe it as the 'birthday of the Church'. They explore the coming of the Holy Spirit, the disciples speaking in different languages, baptism, the Trinity and how Christians today believe the Holy Spirit helps and guides them in their lives and worship.	<u>Thematic: How and why do people mark the significant events in life?</u> Pupils explore how Christians, Jews, Hindus and people with non-religious worldviews mark important stages in life. They study infant and believer's baptism, Bar and Bat Mitzvah, the Hindu Sacred Thread ceremony and weddings, considering how these ceremonies express commitment, beliefs and the journey of life.

	<u>NATRE Outcomes:</u> Identify this as part of a Gospel, which tells the story of the life and teaching of Jesus; Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'; Suggest ideas and then find out about what Jesus' actions towards outcasts mean for Christians; Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways; Make links between the importance of love in the Bible stories studied and life in the world today, giving reasons for their ideas.	<u>NATRE Outcomes:</u> Describe why many Jewish people celebrate Shabbat and explain what happens during Shabbat worship; Recognise that Jewish people celebrate festivals in different ways and understand the terms Orthodox and Progressive; Describe how Rosh Hashanah marks the Jewish New Year and identify similarities and differences in celebrations; Explain why forgiveness is important during Yom Kippur; Retell the story of Pesach and explain its connection to freedom; Reflect on how festivals and family life show what matters to Jewish people.	<u>NATRE Outcomes:</u> Explain the meanings of Islam, Muslim and Salaam and their link to peace; Describe the Five Pillars of Islam and explain how they help Muslims submit to Allah; Explain what the opening chapter of the Qur'an teaches Muslims about Allah and Tawhid; Describe why prayer (Salah) matters to Muslims and explain the importance of the mosque; Explain why Muslims fast during Ramadan and how Eid-ul-Fitr is celebrated; Reflect on how festivals and worship show what matters to Muslims	<u>NATRE Outcomes:</u> Retell the main events of Holy Week and Easter using key Bible texts; Explain the Christian concept of Salvation and place it within the 'Big Story' of the Bible; Describe why Christians believe Jesus died and rose again; Explain why Good Friday is called 'good' by Christians; Describe how Christians celebrate and remember Holy Week and Easter today; Reflect on why the Easter story remains important to Christians.	<u>NATRE Outcomes:</u> Explain the events of Pentecost and the coming of the Holy Spirit; Make links between the description of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God; Describe how Christians show their beliefs about the Holy Spirit in worship and everyday life; Explain why Pentecost is important for Christians today; Discuss how the Holy Spirit inspires Christians to continue Jesus' work in the world.	<u>NATRE Outcomes:</u> Identify some religious and non-religious ceremonies linked to life's journey; Describe what happens in infant baptism and believer's baptism and explain why they are important to Christians; Explain the significance of Bar and Bat Mitzvah for Jewish people; Describe the purpose of the Hindu Sacred Thread ceremony; Explain why people choose to marry and compare religious and non-religious views about marriage and commitment.
PSHE	<u>Being Me in my World</u> Children explore their rights, responsibilities and role within the school and wider community. They consider democracy, rules and consequences, learn how individual actions affect others and develop an understanding of equality, fairness and what it means to be a responsible citizen.	<u>Celebrating Difference</u> Children explore diversity, stereotypes and discrimination, recognising that differences should be valued and respected. They develop empathy, learn strategies to challenge bullying and prejudice and consider how kindness, respect and acceptance help to create an inclusive community for everyone.	<u>Dreams and Goals</u> Children reflect on their hopes and aspirations, learning how perseverance, resilience and a positive mindset can help them achieve their goals. They explore how to overcome disappointment, celebrate success and recognise the importance of supporting others to achieve their ambitions too.	<u>Healthy Me</u> Children explore physical and emotional health, learning about healthy lifestyles, friendships, peer influence and making safe choices. They investigate the effects of smoking and alcohol, develop strategies to manage difficult situations and understand how positive choices contribute to overall wellbeing.	<u>Relationships</u> Children explore positive relationships, considering friendship, trust, conflict resolution and how relationships change over time. They learn about respect, healthy communication and online safety, whilst developing strategies to manage peer pressure and seek support when relationships become challenging.	<u>Changing Me</u> Children learn about the physical and emotional changes that occur as they grow older. They explore puberty in an age-appropriate way, develop a positive understanding of their changing bodies and emotions and prepare for future transitions with confidence and self-awareness.
	<u>Linked UNCRC Article:</u> Article 12 – Respect for children's views Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life. <u>British Values:</u> Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs 	<u>Linked UNCRC Article:</u> Article 2 – No discrimination The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background. <u>British Values:</u> Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs 	<u>Linked UNCRC Article:</u> Article 29 – Aims of education Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. <u>British Values:</u> Democracy Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs 	<u>Linked UNCRC Article:</u> Article 15 – Setting up or joining groups Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights. <u>British Values:</u> Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs 	<u>Linked UNCRC Article:</u> Article 10 – Contact with parents across countries Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit and keep in contact with both of them. <u>British Values:</u> Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs 	<u>Linked UNCRC Article:</u> Article 7 – Name and nationality Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents. <u>Article 8 - Identity</u> Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being unlawfully changed. <u>British Values:</u> Democracy Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs  

My Happy Mind	<u>Meet Your Brain</u> Pupils develop a deeper understanding of how the brain works by exploring neuroplasticity, neurons and neural pathways, and how habits are formed through repeated practice. They learn about the different roles of Team H-A-P, how the Amygdala responds to both real and perceived danger, and how strategies such as Happy Breathing help regulate emotions, improve focus and support effective decision-making.	<u>Celebrate</u> Pupils explore their character strengths in greater depth, recognising how these strengths influence their actions, relationships and achievements. They learn how identifying and applying their strengths in different situations builds confidence, resilience and self-esteem while celebrating the unique qualities of others.	<u>Appreciate</u> Pupils develop a deeper understanding of gratitude by recognising how appreciation can positively influence their thoughts, emotions and wellbeing. They reflect on the people, experiences and opportunities they value, while learning how practising gratitude regularly can strengthen relationships and support a positive mindset.	<u>Relate</u> Pupils strengthen their understanding of positive relationships by developing empathy, respectful communication and active listening skills. They learn how to recognise different perspectives, manage conflict calmly and build trusting relationships through kindness, cooperation and understanding.	<u>Engage</u> Pupils develop greater resilience, perseverance and motivation by understanding how habits, effort and determination contribute to success. They recognise that learning from mistakes, setting goals and maintaining a positive mindset strengthens their brain over time, enabling them to tackle challenges with increasing confidence and independence.	
Computing	<u>Computing Systems and Networks – The Internet</u> Children explore how the internet works, learning how information is shared across networks and how websites are accessed. They investigate the role of routers, websites and data transfer whilst developing a deeper understanding of online communication.	<u>Creating Media – Audio Production</u> Children learn how digital audio is recorded, edited and improved. They plan, record and edit their own podcasts and audio projects, evaluating how audio can be used effectively for different audiences and purposes.	<u>Programming A – Repetition in Shapes</u> Children develop their understanding of repetition in programming by creating geometric shapes using loops. They learn how repetition can make programs more efficient and use logical reasoning to predict and explain outcomes.	<u>Data and Information – Data Logging</u> Children investigate how data can be collected automatically using sensors and data loggers. They analyse and interpret collected data, identifying patterns and drawing conclusions from the information gathered.	<u>Creating Media – Photo Editing</u> Children explore how digital images can be altered and enhanced using editing software. They evaluate the effectiveness of edited images and consider how digital media can influence viewers.	<u>Programming B – Repetition in Games</u> Children create interactive games using repetition and loops. They design, test and debug programs, developing their understanding of how repetition can control actions and events within a game environment
	<u>NC Links:</u> <i>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.</i>	<u>NC Links:</u> <i>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.</i>	<u>NC Links:</u> <i>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</i>	<u>NC Links:</u> <i>Select, use and combine a variety of software (including internet services) on a range of digital devices to collect, analyse, evaluate and present data and information.</i>	<u>NC Links:</u> <i>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.</i>	<u>NC Links:</u> <i>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</i>
Music	<u>Recorder</u> Pupils build on their whole-class recorder learning, consolidating their understanding and performance of the notes B and A before being introduced to G. They develop their ability to read and perform rhythms using crotchets, quavers and crotchet rests, while strengthening their understanding of pulse and rhythm.	Awaiting Curriculum Updates from Bury Music Service	Awaiting Curriculum Updates from Bury Music Service	Awaiting Curriculum Updates from Bury Music Service	Awaiting Curriculum Updates from Bury Music Service	Awaiting Curriculum Updates from Bury Music Service

	<u>Musical Foci:</u> <i>Pulse; Stick notation – crotchets, quavers and crotchet rests; Singing posture; Untuned percussion technique; Rhythm; Call-and-response; Echo singing</i>					
	<u>NC Links:</u> <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations.</i>					