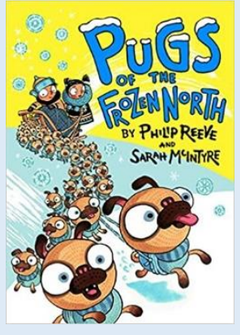
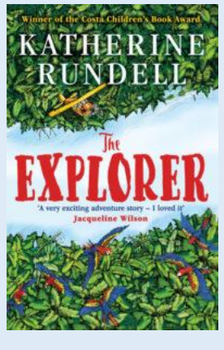
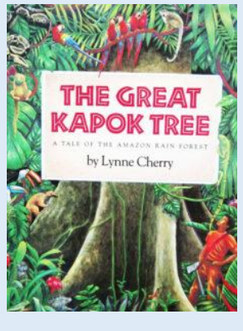
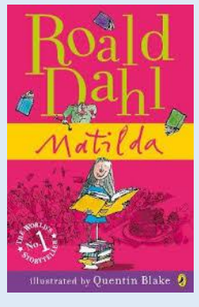
YEAR 4	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Theme	**Portal to the past**		**Our Planet**		**Lights! Camera! Action!**	
MATHS	**Number – Place value** • Represent numbers to 1,000 • Partition numbers to 1,000 • Number line to 1,000 • Thousands • Represent numbers to 10,000 • Partition numbers to 10,000 • Flexible partitioning of numbers to 10,000 • Find 1, 10, 100, 1,000 more or less • Number line to 10,000 • Estimate on a number line to 10,000 • Compare numbers to 10,000 • Order numbers to 10,000 • Roman numerals • Round to the nearest 10 • Round to the nearest 100 • Round to the nearest 1,000 • Round to the nearest 10, 100 or 1,000 **Number – Addition and Subtraction** • Add and subtract 1s, 10s, 100s and 1,000s • Add up to two 4-digit numbers – no exchange • Add two 4-digit numbers – one exchange • Add two 4-digit numbers – more than one exchange • Subtract two 4-digit numbers – no exchange • Subtract two 4-digit numbers – one exchange • Subtract two 4-digit numbers – more than one exchange • Efficient subtraction • Estimate answers • Checking strategies **Number – Multiplication and Division** • Multiples of 3 • Multiply and divide by 6 • 6 times-table and division facts • Multiply and divide by 9 • 9 times-tables and division facts • The 3,6 and 9 times-tables • Multiply and divide by 7 • 7 times-tables and division facts • 11 times-table and division facts		**Number – Multiplication and Division** • Multiply a 2-digit number by 1-digit number – no exchange • Multiply a 2-digit number by 1-digit number – with exchange • Link multiplication and division • Divide a 2-digit number by a 1-digit number – no exchange • Divide a 2-digit number by a 1-digit number – flexible partitioning • Divide a 2-digit number by a 1-digit number – with remainders • Scaling • How many ways? • Multiply by 10 and 100 • Divide by 10 and 100 • Related facts – multiplication and division • Informal written methods for multiplication • Multiply a 2-digit number by a 1-digit number • Multiply a 3-digit number by a 1-digit number • Divide a 2-digit number by a 1-digit number 1 • Divide a 2-digit number by a 1-digit number 2 • Divide a 3-digit number by a 1-digit number • Efficient multiplication **Fractions** • Compare and order non-unit fractions • Fractions and scales • Fractions on a number line • Count in fractions on a number line • Equivalent fractions on a number line • Equivalent fractions as bar models • Add fractions • Subtract fractions • Partition the whole • Unit fractions of a set of objects • Non-unit fractions of a set of objects • Reasoning with fractions of an amount • Understand the whole • Count beyond 1 • Partition a mixed number		**Number – decimals** • Tenths as fractions • Tenths as decimals • Tenths on a place value chart • Tenths on a number line • Divide a 1-digit number by 10 • Divide a 2-digit number by 10 • Hundredths as fractions • Hundredths as decimals • Hundredths on a place value chart • Divide a 1 or 2-digit number by 100 • Make a whole with tenths • Make a whole with hundredths • Partition decimals • Flexibly partition decimals • Compare decimals • Order decimals • Round to the nearest whole number • Halves and quarters as decimals **Measurement – Money** • Pounds and pence • Convert pound into pence • Add money • Subtract money • Find change • Write money using decimals • Convert between pounds and pence • Compare amounts of money • Estimate with money • Calculate with money • Solve problems with money **Statistics** • Interpret charts • Comparison, Sum and difference • Interpret line graphs • Draw line graphs	

	• 12 times-table and division facts • Multiply by 1 and 0 • Divide a number by 1 and itself • Multiply three numbers **Measurement – Length and Perimeter** • Add lengths • Subtract lengths • What is perimeter? • Measure perimeter • Calculate perimeter • Measure in kilometres and metres • Equivalent lengths (kilometres and metres) • Perimeter on a grid • Perimeter of a rectangle • Perimeter of rectilinear shapes • Calculate the perimeter of rectilinear shapes • Perimeter of regular polygons • Perimeter of polygons **Geometry – shape** • Turns and angles • Right angles • Compare angles • Measure and draw accurately • Horizontal and vertical • Parallel and perpendicular • Recognise and describe 2-d shapes • Draw polygons • Recognise and describe 3-d shapes • Make 3-d shapes	• Number lines with mixed numbers • Compare and order mixed numbers • Understand improper fractions • Convert mixed numbers to improper fractions • Covert improper fractions to mixed numbers • Equivalent fractions on a number line • Equivalent fraction families • Add two or more fractions • Add fractions and mixed numbers • Subtract two fractions • Subtract from whole amounts • Subtract from mixed numbers **Geometry – shape** • Understand angles as turns • Identify angles • Compare and order angles • Triangles • Quadrilatarels • Polygons • Lines of symmetry • Complete a symmetric figure **Geometry – position and direction** • Describe position using coordinates • Plot coordinates • Draw 2-d shapes on a grid • Describe translation on a grid **Measurement – Time** • Years, months, weeks and days • Hours, minutes and seconds • Convert between analogue and digital times • Convert to the 24hour clock • Convert from the 24hour clock	
ENGLISH **CLPE – The Power of Reading** **Bug Club** **Penpals** **No-nonsense spelling** **Reading Explorers** **Reading Detectives** **Rising Stars** **Comprehension**	**Reading Text**   	**Reading Text**    	**Reading Text** 

	In this term children will be acquiring the skills and knowledge to write the: following text types: - • poetry – • non-chronological reports – • recipes – • diary entrances – • brochures – • newspaper articles – • descriptions – • legendary stories. Children will be exposed to a range of high-quality texts to support the development of reading skills. These will be linked to writing genres where appropriate	In this term children will be acquiring the skills and knowledge to write the: following text types: - • Discussion and balanced arguments – • Explanation texts – • Formal letters – • Non-chronological report – • Poetry – • Presentations Children will be exposed to a range of high-quality texts to support the development of reading skills. These will be linked to writing genres where appropriate.	In this term children will be acquiring the skills and knowledge to write the: following text types: - • Playscripts • Explanation texts – • Non-chronological report • Non-chronological report Children will be exposed to a range of high-quality texts to support the development of reading skills. These will be linked to writing genres where appropriate.

Oracy

- Listen carefully and adapt talk to the demands of different contexts, purposes and audiences with increasing confidence.
- Ask questions to develop ideas and make contributions that take account of other's views.
- Use evidence to support ideas and opinions.
- Explain ideas and opinions – elaborating to make meaning explicit.
- Show understanding of the main points, significant details and implied meanings in a discussion.
- Listen carefully in discussions, contribute and ask questions that responsive to others' ideas and views.
- Begin to use Standard English in formal situations.
- Begin to use hypothetical language to consider more than one possible language solution.
- Perform their own compositions using appropriate intonation and volume so that meaning is clear.
- Perform poems or plays memory making careful choices how they convey ideas about characters and situations by adapting expression and tone.
- Understand and begin to select the appropriate register according to the context.

Reading

- Apply knowledge of root words, prefixes and suffixes to read aloud words on the Year 5 and 6 statutory list.
- Read books that are structured in different ways and across a wide range of genres.
- Vary voice for direct or indirect speech.
- Recognise clauses in sentences
- Checking that the book makes sense to them, by discussing and asking questions to improve their reading of a text.
- Draw inferences and justify with evidence from the text.
- Predicting what might happen from details stated and implied.
- Make comparison within and across two texts.

Writing

- Identify the audience and purpose of the writing selecting the appropriate form using other similar models for their own writing.
- In narratives, describes settings and characters.
- Integrate dialogue.
- Ensure the correct use of tense.
- Add phrases to make sentences more precise and detailed.
- Use range of sentence openers – judging the impact or effect needed.
- Begin to adapt sentence structure to text type.
- Link clauses in sentences using a range of subordinating and coordinating conjunctions.
- Link ideas across and within paragraphs using adverbials.
- Indicate degrees of possibility using adverbs and modal verbs.

Grammar

- Convert nouns or adjectives into verbs using suffixes. (-ate; -ise; -ify)
- Use verb prefixes. (dis-, de-, mis-, over- and re-)
- Use relative clauses beginning with who, which, where, when, whose and that.
- Use brackets, dashes or commas to indicate parenthesis.
- Use commas to clarify meaning or avoid ambiguity.

Spelling

- Consilidate rules and patterns covered in Year 3 and 4.
- Spell –cial and –tial endings

	• Spell endings –cious or –tious • Spell words ending in –ant, -ance/-ancy, -ent, -ence/ency. • Spell words with the letter string ough • Spell words with spelt with ei after c. • Spell words with silent letters • Spell words ending in –able and -ible. • Spell words ending in –ably and –bly. **Handwriting** • Write legibly, fluently and with increasing speed by: - Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. - Choosing the writing implement that is best suited for a task.					
SCIENCE	Digestion and teeth - 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.	States of Matter - 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 or research the temperature at which this happens in degrees Celsius (°C). - Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Living things and their habitats - Recognise that living things can be grouped in a variety of ways (5 animal groups). - Recognise that environments can change and that this can sometimes pose dangers to living things	Living things and their habitats - Recognise that environments can change and that this can sometimes pose dangers to living things - Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. - Construct and interpret a variety of food chains, identifying producers, predators and prey.	Sound - Identify how sounds are made, associating some of them with something vibrating. - Recognise that vibrations from sounds travel through a medium to the ear. - Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. - Recognise that sounds get fainter as the distance from the sound source increases.	Electricity - 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. - 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.
HISTORY	The Romans – • Gather information from a range of sources to build up a clearer picture of the past. Suggest suitable sources of evidence for historical enquires • Confidently distinguish between fact and fiction using different sources. • Suggest causes and consequences of some of the main events and changes in a historic period. – • Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart. – • Further, understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). – • Use vocabulary: old, oldest, new, newest, before, after, past, present, future, earliest, latest, ancient, modern, decade, century, millennium – • To be able to explain the period to others and the way it shaped British history. – • To know where a period sits in British History.					
GEOGRAPHY			South America and The Rainforest – • Confidently identify the 7 continents of the world • Confidently identify the worlds 5 oceans –			

			• Confidently use information books/pictures as sources of information – • Use the internet as a source of information with increasing independence – • Explain the key features of rainforests Ask and answer open questions about rainforests and confidently join in with class discussions. • With support, have debates – • Use the four compass points well Begin to use eight compass points Use letter and number co-ordinates to locate features on a map confidently – • Confidently use picture maps, globes, and digital maps Use large-scale OS maps independently – • Use junior atlases with increasing independence • Identify features on an aerial/oblique photographs with increasing independence – • Begin following specific route. – • Confidently draw maps of real places using their own key, begin to add routes to their maps – • Explain why a key is needed – • Begin to recognise symbols on an OS map		
COMPUTING **Teach Computing**	**Computer Systems and Networks** *To recognise how data is transferred across the internet. *To explain how sharing information online can help people to work together *To recognise how we communicate using technology *To evaluate different methods of online communication.	**Data and Information – Spreadsheets** *To explain that objects can be described using data *To explain that formulas can be used to produce calculated data *To apply formulas to data, including duplicating *To choose suitable ways to present data	**E Safety** (Safer Internet Day February) *To recognise how to communicate responsibly by considering what should and should not be shared on the internet *Use technology respectfully and responsibly. *Identify a range of ways to report concerns about content and contact in and out of school.	**Creating Media – Web page creation** *To plan the features of a web page *To recognise the need to preview pages *To outline the need for a navigation path *To recognise the implications of linking to content owned by other people.		**Coding and Programming – Variables in Games** *To explain why a variable is used in a program *To choose how to improve a game by using variables *To design a project that builds on a given example **Coding and Programming – Sensing** *To create a program to run on a controllable device *To update a variable with a user input *To use a conditional statement to compare a variable to a value *To design and create a project that uses inputs and outputs on a controllable device
DESIGN AND TECHNOLOGY			Food – • Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. Measure and weigh ingredients appropriately – • Understand how to prepare and cook a variety of predominantly savoury dishes including experience of using a heat source. – • Know that to be active and healthy, food and drink are needed to provide energy for the body and identify healthy high energy foods) – • Explain why a healthy diet is important – • Become familiar with some of the processes that foods go through to preserve them/make them more appealing		Electronics • Design, make and evaluate a scribble bot for a young child to play with. – • Design, make and evaluate an electrical toy boat for a child to move across a body of water. Food - Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world	

ART		3D Form Adam Frezzo & Terri Chiao - Independently sketch ideas for 3D form projects. Go through a plan, design, create and evaluate process with increasing independence. - Explore and compare sculptures and discuss different sculptures and their purpose. - Make a simple Modroc object thinking about size, shape and structure. - Develop techniques such as cutting, folding, smoothing and layering when working with Modroc		Drawing Levon Biss - Experiment with different grades of sketch pencils. - Make informed choices in drawing including surfaces and media. - Alter and refine drawings and describe changes using art vocabulary. - Explore relationships between line and tone, pattern and shape, line and texture.		Painting The Postman - Make and match colours with increasing accuracy using primary, secondary and tertiary colours. - Use more specific colour language eg. tint, tone, shade and hue. - Experiment with different types of paints. - Learn about the properties of metallic paint. - Show increasing independence in creativity with the painting process.
	• Use sketchbooks to record their observations and use them to review and revisit ideas. – • Record and explore ideas from first hand observations, experience an imagination and ideas for different purposes. – • Question and make observations about starting points and select ideas for use in their work, annotating in sketchbooks with increasing independence. – • Think about their Art & Design work, saying what they like and what they would like to improve – • Study the work of a range of great artists, illustrators and sculptors and understand the historical and cultural development of their art forms. – • Use ICT where applicable to deepen knowledge. – • Evaluate and analyse creative works using the language of art, craft and design. – • Imitate the work of famous artists, illustrators or sculptors using the same and different medias. – • Compare the work of different artists, share opinions.					
PSHE **Happy Mind, Happy Me**	Meet your Brain • How to train their minds to focus on whatever they want. They will learn that this is Neuroplasticity, and they can do anything they put their mind to • How they use each part of Team H-A-P and reflect on when they use them to develop their understanding • How the Amygdala reacts to real and perceived danger • About what triggers their own Amygdala to fight, flight and freeze and how they can train their brain to calm their Amygdala down. • About the brain's structure and how neurons carry messages to create Neural Pathways. • How Neural Pathways help us to form habits. • More about how to look after their brains and what happens if we don't.They will learn how our minds can feel like a Snow globe, leaving us unable to see clearly.	Celebrate • That Scientists have discovered that we all have 24-Character Strengths, but in different amounts. • Why Strength Spotting is so powerful and how the best way to learn about strengths is by noticing them. • How when we spot strengths over and over, we will build Neural Pathways to create a habit. • That strengths can help them solve problems and that everyone uses different strengths. That strengths can always help them. • That Team H-A-P loves it when we use our strengths because Dopamine gets released in the brain to help us	Appreciate • How they can develop an Attitude of Gratitude at home and school. • How to create a Gratitude Domino Effect -when we notice what makes us feel good, we show more gratitude to others and then that makes them feel good and show more gratitude too. • That the more time they think about gratitude, the stronger the neural pathways get and the easier it is to give gratitude. This is because of Neuroplasticity, and we need to make it a habit. • How giving gratitude can help us get through tough times, and when they can see everything, they are grateful for it, it makes the problems	Relate • That when we use Stop, Understand and Consider, it gives them time to pause, understand where others are coming from and consider how to respond best. • When they see things from different perspectives, their brain will remember and grow; this helps children to build better relationships. • That friends can help them see things from a different perspective and that's why we should talk to our friends about our problems. • •Why it is important to show gratitude to their friends when they help. • That the skills needed to listen actively can help them to 'Stop, Understand and Consider'. • That it is important to listen to your friends and ask about their feelings and opinions to be a good friend. • • That it is also important for them to talk to friends too.	Engage • That to engage means to pay attention and put effort into something. • How their feelings affect their ability to do well in an activity and learn that they have to feel good, to do good. • What Big Dream Goals are. • How to use perseverance and resilience to help them not give up on something. • That they have to Believe to Achieve. • How to set their own Big Dream Goals.

		perform at our best.	we face a little easier to manage.			
RELIGIOUS EDUCATION	Theology How do the Five Pillars help Muslims express their faith? Islam 1.Identify different sources of authority and how they link with beliefs. 2.Give examples of different writings and different ways in believers interpret sources of authority. Identify events in history and society which have influenced some religious and non-religious worldviews. 1. Make clear links between different beliefs being studied within a religion or worldview. 2. Identify some of the similarities and differences between and within religions and worldviews. Identify ways in which beliefs might make a Muslim think about how they live their life, how they see the world in which they live and how they view others.	Philosophy Where do ideas about God come from? Christian/Hindu Dharma / Non religious 1. Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence. 2. Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge. 1. Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief. 2. Give reasons for more than one point of view, providing pieces of evidence to support these views. Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.	Philosophy What do we mean by truth? Christian / Non-religious 1. Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence. 2. Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge. 1. Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief. 2. Give reasons for more than one point of view, providing pieces of evidence to support these views. Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.	Social Science What do different religions believe about how we should treat the environment? Islam/Christian focus Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews. Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews. Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs	Theology Why is there so much diversity of belief within Christianity? Christian 1.Identify different sources of authority and how they link with beliefs. 2.Give examples of different writings and different ways in believers interpret sources of authority. Identify events in history and society which have influenced some religious and non-religious worldviews. 1. Make clear links between different beliefs being studied within a religion or worldview. 2. Identify some of the similarities and differences between and within religions and worldviews. Identify ways in which beliefs might make a Christian think about how they live their life, how they see the world in which they live and how they view others	
PHYSICAL EDUCATION	Hall - Athletics GAMES- Football	Hall – Dance GAMES- Football and cross country	Hall – Gymnastics GAMES - Tag rugby and cross country	Hall – Gymnastics GAMES - Tag rugby and netball	Hall – Dance GAMES - Netball and tennis	Hall - Athletics & Boccia- Quad kids GAMES - Rapid fire cricket

MFL Dutch	**Core unit 1: The Basics** *Hello, How are you? What is your name? How old are you? My family*	**Core Unit 2: The Basics** *The days of the week, colours, let's count up to 20, countries, I like*	**Core Unit 3: The Basics** *Head, shoulders, knees and feet, Parts of the body, Let's count up to 31, clothes, months*	**Unit A: Animals** *On the farm, pets, dogs, cats, where is the animal?*	**Unit B: Food** *Food, I like to eat, what are you eating? Cutlery, ingredients*	**Unit C: School** *How do you go to school, rooms, in your pencil case, what time is it, subjects*
MUSIC **Charanga** **Sing Up** **Songs for Musicianship** **BBC 10 Pieces** **There are 3 different progressions for music (copied here) – do we need 3? Needs cutting further.**	Charanga: Mamma Mia – POP **Skills:** **Performing:** • Sing from memory with accurate pitch. • Pronounce words within a song clearly. • Show control of voice when singing alone and as part of a group. • Perform with control and awareness of others and the occasion. **Composing:** • Improvise on the instrument they are now learning making their own decision about the structure. • Composing music to create a specific mood using instruments being learnt (Toots/recorders/djembe/voice/keyboard – individual lessons). **Transcribing:** • Recognise the symbols for: crotchets, paired quavers, minim, semibreve and say how many beats they represent. • Begin to recognise the notes EGBDF and FACE on the musical stave. • Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. • Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. **Describing (Listening and Appraising):** • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.	Practice for Christmas Concert. Listening: Continue around Abba / 70s pop genre **Skills:** **Performing:** • Sing from memory with accurate pitch. • Pronounce words within a song clearly. • Show control of voice when singing alone and as part of a group. • Perform with control and awareness of others and the occasion. **Describing (Listening and Appraising):** • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Understand layers of sounds and discuss their effect on mood and feelings.	Heitor Villa Lobos - Brazil/Rainforests link. (BBC 10 pieces) (Composition focus) **Skills:** **Composing**: · Improvise on the instrument they are now learning making their own decision about the structure. · Composing music to create a specific mood using instruments being learnt (Toots/recorders/djembe/voice/keyboard – individual lessons). **Transcribing:** · Recognise the symbols for: crotchets, paired quavers, minim, semibreve and say how many beats they represent. · Begin to recognise the notes EGBDF and FACE on the musical stave. · Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. · Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. **Describing (Listening and Appraising):** · Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. · Describe own and other's work using musical words and use this to identify strengths and weaknesses in my music. · Understand layers of sounds and discuss their effect on mood and feelings.	Practice for Spring Concert. Listening: Continue around Heitor Villa Lobos / Brazilian links **Skills:** **Performing:** • Sing from memory with accurate pitch. • Pronounce words within a song clearly. • Show control of voice when singing alone and as part of a group. • Perform with control and awareness of others and the occasion. **Describing (Listening and Appraising):** • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Understand layers of sounds and discuss their effect on mood and feelings.	Toots – external tutor delivery (teacher present) (10 weeks) (Musicality/Notation) KS2 production preparation General Classroom Listening: Ravi Shankar (BBC 10 pieces) **Skills:** **Performing:** • Sing from memory with accurate pitch. • Pronounce words within a song clearly. • Show control of voice when singing alone and as part of a group. • Perform with control and awareness of others and the occasion. **Composing:** • Improvise on the instrument they are now learning making their own decision about the structure. **Transcribing:** • Recognise the symbols for: ***crotchets, paired quavers, minim, semibreve*** and say

	• Describe own and other's work using musical words and use this to identify strengths and weaknesses in my music. • Understand layers of sounds and discuss their effect on mood and feelings.					how many beats they represent. • Begin to recognise the notes ***EGBDF*** and ***FACE*** on the musical stave. **Describing (Listening and Appraising):** • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Understand layers of sounds and discuss their effect on mood and feelings.
	Songs for Musicianship – Senwa de Dende	Carol/Song of the Week	BBC 10 Pieces – Topic Link – World War 2 – Grazyna Bacewicz - Overture **Use ICT – Chrome Music Lab for composition**	BBC 10 Pieces – Topic Link – World War 2 - Grazyna Bacewicz - Overture **Use ICT – Chrome Music Lab for composition**	Charanga Unit – Instrumental Learning – Recorders Happy	Charanga Unit – Instrumental Learning – Recorders Happy
Authentic Outcomes	Class Roman Museum		Trashion Show			
LIFE SKILLS	Telling the time (recap)	How to be presentable (for school)	Making a meal (home)		Bikeability	Tying a tie Reading a timetable Finances Writing a CV
VISITS / TRIPS				Kew Gardens	Theatre to see Matilda	