



## Year 4 Overview 2021/22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography		<p><b>Landscapes: Rivers</b></p> <p>KLP:</p> <ul style="list-style-type: none"><li>• Draw and label the 3 stages of a river.</li><li>• Label the 3 stages of a river for each of the 5 primary rivers in Europe.</li><li>• Explain why, when a river floods at its mature stage, the soil becomes more fertile.</li><li>• Identify patterns in the relationship between the stages of a river and the amount of erosion and deposition that takes place.</li><li>• Explain the differences between different features of a river.</li><li>• Explain why bridges are situated where they are.</li></ul>		<p><b>The water cycle: clouds and precipitation</b></p> <p>KLP:</p> <ul style="list-style-type: none"><li>• Compare and contrast a photograph of a cool bright winter's day with one of a rainy, dull one.</li><li>• Identify clouds in pictures</li><li>• Explain how meteorologists use clouds to forecast the weather.</li><li>• Compare and contrast the physical process of the water cycle with any other physical geographical process.</li></ul> <p><b>Landscapes: Mountains</b></p> <p>KLP:</p> <ul style="list-style-type: none"><li>• Compare and contrast the physical processes that form volcanoes, fold mountains and block mountains.</li></ul>		<p><b>Describing maps of the world.</b></p> <p>KLP:</p> <ul style="list-style-type: none"><li>• Apply knowledge of map techniques to describe the locations of: Greenwich, our school, the capital cities of the four countries of the UK, 5 European capital cities.</li></ul> <p><b>Climate Change</b></p> <p>KLP:</p> <ul style="list-style-type: none"><li>• Organise information about the physical processes that are affecting animals.</li><li>• Collect data on the emissions of carbon dioxide from different types of human processes.</li><li>• Compare and contrast human processes before and after the Industrial Revolution and explain how this is thought to have affected the Earth's climate.</li></ul>

<b>History</b>	<p><b>The Roman Empire</b> KLP:</p> <ul style="list-style-type: none"> <li>• Explain the myth of the founding of Rome.</li> <li>• Organise information about the Roman Empire.</li> <li>• Explain the changes in how the Roman Empire was governed.</li> <li>• Explain why Pompeii can tell us so much about Roman life.</li> <li>• Explain where Hadrian built a wall and why.</li> <li>• Explain who led the Iceni tribe.</li> <li>• Explain, using historical vocabulary, the impact and influence of the Romans on Britain.</li> <li>• Compare and contrast the invasions of Britain in 55 BCE and 43 CE with the invasion of 43 CE.</li> </ul>		<p><b>Ancient Egyptians</b> KLP:</p> <ul style="list-style-type: none"> <li>• Explain why the Ancient Egyptians were able to settle near the Nile.</li> <li>• Explain what irrigation is and why it was important to the Ancient Egyptians.</li> <li>• Explain what makes the Ancient Egyptians significant.</li> <li>• Compare and contrast Egyptian buildings to those from another era.</li> <li>• Why is the Rosetta Stone such an important artefact?</li> <li>• Organise information about Ancient Egyptian tomb paintings. What do they tell us about daily life in this time period?</li> <li>• Suggest reasons why the pyramids were built on such a scale.</li> <li>• Provide an overview of the pyramids at Giza.</li> <li>• Organise information about famous Egyptian rulers.</li> <li>• Compare and contrast daily life for pharaohs and ordinary people.</li> <li>• Explain the Egyptian social pyramid.</li> </ul>		<p><b>The Battle of Hastings and the Normans</b> KLP:</p> <ul style="list-style-type: none"> <li>• Create a timeline with the events of the Norman Conquest and add other important dates that you know.</li> <li>• Suggest some reasons why the Normans wanted to invade.</li> <li>• Explain where Harold's army had been in the weeks before their battle with William's army.</li> <li>• Explain what makes the Battle of Hastings such a significant event.</li> <li>• Explain why historians find the Bayeux Tapestry useful in telling us about the past.</li> <li>• Compare and contrast the Bayeux Tapestry with other sources of evidence.</li> <li>• Explain what challenges William faced in invading England.</li> <li>• Using a map of Britain, label the sites of major battles that took place in 1066.</li> </ul>	
<b>Science</b>	<p><b>States of Matter</b> KLP:</p> <ul style="list-style-type: none"> <li>• Materials can exist as a solid, liquid or gas.</li> <li>• Some materials change state when they are heated or cooled.</li> <li>• What temperature is and how to make accurate measurements using a thermometer.</li> <li>• The part played by evaporation and condensation in the water cycle.</li> </ul>		<p><b>Electricity</b> KLP:</p> <ul style="list-style-type: none"> <li>• Identify common appliances that run on electricity.</li> <li>• Construct a simple series electrical circuit, identifying and naming basic components.</li> <li>• Identify complete and incomplete circuits.</li> <li>• Recognise how switches can be used in a circuit.</li> <li>• Recognise common conductors and insulators.</li> </ul>	<p><b>Sound</b> KLP:</p> <ul style="list-style-type: none"> <li>• Identify how sounds are made.</li> <li>• Recognise that sounds travel through a medium to the ear.</li> <li>• Find patterns between the pitch of a sound and features of the object that produced it.</li> <li>• Find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>• Recognise that sounds get fainter as the distance from the source increase.</li> </ul>	<p><b>Animals including Humans</b> <b>Digestive system &amp; teeth</b> KLP:</p> <ul style="list-style-type: none"> <li>• Describe the simple functions of the basic parts of the digestive system in humans.</li> <li>• Identify the different types of teeth in humans and their functions.</li> </ul>	<p><b>All Living Things and their Habitats</b> <b>Food Chains</b> KLP:</p> <ul style="list-style-type: none"> <li>• Recognise that living things can be grouped in a variety of ways.</li> <li>• Explore and use classification keys to help group, identify and name a variety of living things.</li> <li>• Construct and interpret a variety of food chains.</li> <li>• Recognise that environments can change and that this can sometimes pose dangers and have an impact on living things.</li> </ul>

<p style="text-align: center;"><b>R.E.</b></p>	<p><b>What do we mean by worship?</b> KLP:</p> <ul style="list-style-type: none"> <li>• That everyone is different and that makes our world more interesting.</li> <li>• That we all have different reasons for valuing things.</li> <li>• The importance of showing respect.</li> <li>• What we mean by worship and belief.</li> <li>• Christian Worship.</li> <li>• Hindu Worship and important symbols.</li> <li>• Gods and Goddesses and the role in Hindu worship.</li> <li>• Know some words that Christians use about God including: Holy Trinity – Father/Son/Holy Spirit, Omnipotent, Omniscient, Infinite, Eternal, Compassionate</li> <li>• Understand the importance of Bible, Prayer and Praise to Christians</li> </ul> <p><b>Christmas</b></p> <ul style="list-style-type: none"> <li>• The role of angels in the Nativity.</li> <li>• Sequence the different visits made by angels in the story of the First Christmas.</li> </ul>	<p><b>What is Judaism?</b> KLP:</p> <ul style="list-style-type: none"> <li>• Judaism</li> <li>• Story of Abraham and his importance to the Jews.</li> <li>• Explain what a covenant is.</li> <li>• Concept of sacrifice.</li> <li>• Map/sequence/retell the story of Moses and the Exodus.</li> <li>• Moses and his role as a leader.</li> <li>• Understand when, why and how Shabbat is celebrated.</li> </ul> <p><b>Christianity - Easter</b> KLP:</p> <ul style="list-style-type: none"> <li>• Understand the events of Jesus' last meal with his disciples and its significance to the Easter Story.</li> <li>• Explain the purpose of Holy Communion in the Christian faith.</li> <li>• Understand what is meant by resurrection.</li> <li>• Understand the Christian concepts of love, forgiveness, sacrifice and hope.</li> </ul>	<p><b>What do we mean by commitment?</b> KLP:</p> <ul style="list-style-type: none"> <li>• Understand why belonging to a group or community is valuable.</li> <li>• Understand what we mean by commitment.</li> <li>• Understand the challenges of commitment to a faith or belief.</li> <li>• Understand about personal commitment and what it means to be inspirational.</li> </ul>
<p style="text-align: center;"><b>PSHE (including RSHE)</b></p>	<p><b>Families and Friendships</b> KLP:</p> <ul style="list-style-type: none"> <li>• Positive friendships, including online.</li> </ul> <p><b>Growing and changing</b> KLP:</p> <ul style="list-style-type: none"> <li>• Personal identity; recognising individuality and different qualities; mental wellbeing.</li> </ul> <p><b>Safe relationships</b> KLP:</p> <ul style="list-style-type: none"> <li>• Responding to hurtful behaviour; managing confidentiality; recognising risks online.</li> </ul>	<p><b>Respecting Others and Ourselves</b> KLP:</p> <ul style="list-style-type: none"> <li>• Respecting differences and similarities; discussing difference sensitively.</li> </ul> <p><b>Identity, society, equality and belonging</b> KLP:</p> <ul style="list-style-type: none"> <li>• The value of rules and laws; rights, freedoms and responsibilities.</li> </ul> <p><b>Link to Global Learning and Fairtrade</b></p> <p><b>Keeping safe</b> KLP:</p> <ul style="list-style-type: none"> <li>• Medicines and household products; drugs common to everyday life.</li> </ul>	<p><b>Families and Friendships</b> KLP:</p> <ul style="list-style-type: none"> <li>• How it feels to belong to a family or to a group. <i>(Link to RE unit on Commitment)</i></li> </ul> <p><b>Money and Work</b> KLP:</p> <ul style="list-style-type: none"> <li>• Making decisions about money; using and keeping money safe.</li> </ul> <p><b>Physical health and Mental wellbeing</b> KLP:</p> <ul style="list-style-type: none"> <li>• Maintaining a balanced lifestyle; oral hygiene and dental care.</li> </ul>
<p><b>Media Literacy and Digital Resilience:</b> How data is shared and used.</p>			

<b>Art &amp; Design</b>	<p><b>Impressionism</b>  Artist Spotlight: Pierre Augustus Renoir  Media Focus: painting- cross hatching and stippling  KLP:</p> <ul style="list-style-type: none"> <li>• Impressionists paintings including the light and weather and how it was different from art created in Europe at the time.</li> <li>• Three methods to create the 'broken colour' effect.</li> <li>• Impasto technique.</li> <li>• Renoir's masterpiece Dance at Le Moulin de la Galette.</li> <li>• Renoir's use of media and materials – unusual twist on an Impressionist.</li> <li>• Renoir's use of colour in this painting.</li> <li>• Impressionist paintings by Renoir and his characters.</li> </ul>		<p><b>Abstract Art</b>  Artist Spotlight: Wassily Kandinsky  Media Focus: drawing/painting  KLP:</p> <ul style="list-style-type: none"> <li>• Henry Moore's abstract sculptures and realist sculptures created during the Renaissance period.</li> <li>• Find evidence of similar abstract features used by American abstract artists.</li> <li>• Action Painting as an effective technique to show emotion.</li> <li>• Summarise the key abstract features within Sonia Delaunay's painting Electric Prisms.</li> <li>• Compare and contrast the effect of painting on wood, canvas and glass.</li> <li>• L.S. Lowry and use of effective colours.</li> <li>• Complimentary secondary hues.</li> <li>• Impact of using gouache paint.</li> <li>• Shapes used in abstract art to convey emotion.</li> </ul>		<p><b>Cityscape Art</b>  Artist Spotlight: Camille Pissarro  Media Focus: pencil line drawings and painting  KLP:</p> <ul style="list-style-type: none"> <li>• Cityscape Art in 20th century.</li> <li>• Yvonne Jacquette's night-time cityscapes of New York City.</li> <li>• Differences between a photorealist and hyperrealist picture.</li> <li>• Columbus Circle Looking North by Richard Estes.</li> <li>• Pissarro painting- The Boulevard Montmartre at Night.</li> <li>• Develop the use of perspective by sketching a street scene outside your school.</li> <li>• Compare and contrast Pissarro's techniques used to create a busy cityscape with the techniques used by Richard Estes to create his inanimate cityscapes.</li> <li>• Experiment with colour to show the contrast between a dark sky and the artificial lights within a cityscape.</li> </ul>
	<b>Design &amp; Technology</b>		<p><b>Crest Activity – Bridge Blunder</b>  KLP:</p> <ul style="list-style-type: none"> <li>• Construct a bridge that will hold a given weight based on given criteria</li> <li>• Produce a plan and explain it to others</li> <li>• Select the most appropriate techniques (cut/shape/join/finish) and tools to make their bridge.</li> <li>• Measure carefully so as to make sure they have not made mistakes</li> <li>• Come up with solutions to problems as they happen.</li> <li>• Explore how to strengthen, stiffen and reinforce their bridge</li> <li>• Suggest some improvements and say what was good and not so good about their original design</li> </ul>	<p><b>Lighthouse or Windmill Models</b>  KLP:</p> <ul style="list-style-type: none"> <li>• Make a product that uses simple circuits to illuminate or create motion.</li> <li>• Generate, develop and clarify ideas using discussion and labelled sketches</li> <li>• Select the most appropriate materials, techniques (cut/shape/join/finish) and tools to make a product.</li> <li>• Make accurate measurements.</li> <li>• Come up with solutions to problems as they happen.</li> <li>• Apply their understanding of how to strengthen, stiffen and reinforce their more complex structure</li> <li>• Explain how they can improve their original design</li> </ul>	<p><b>Egyptian Tombs/Pyramids</b>  KLP:</p> <ul style="list-style-type: none"> <li>• Make a model pyramid or tomb that includes at least one hidden compartment</li> <li>• Select the most appropriate materials, techniques (cut/shape/join/finish) and tools to make a product.</li> <li>• Measure accurate enough to ensure that everything is precise</li> <li>• Come up with solutions to problems as they happen.</li> <li>• Evaluate appearance and function against the original criteria.</li> </ul>

<b>Music</b>	<p><b>Mamma Mia</b> KLP:</p> <ul style="list-style-type: none"> <li>Listen to a variety of music from different styles, traditions and times, and begin to place the music in its historical context.</li> <li>Start to recognise / identify different style indicators and different instruments used.</li> <li>Find and internalise the pulse through body movement.</li> <li>Explore and create music using percussion, tuned and un-tuned, to play melodies, tunes and accompaniments.</li> <li>Explore and create musical sound with voices and instrument.</li> <li>Begin to create more complex tunes and melodies as part of a group or whole class.</li> </ul>	<p><b>Christmas Performance Rehearsals.</b> KLP:</p> <ul style="list-style-type: none"> <li>Work together as part of a group and with their friends, developing the confidence to sing alone.</li> <li>Recognise the importance of warming up our voices and to establish a good singing position.</li> <li>Perform a song as stylistically and musically as you can.</li> <li>Sing with a good sense of the pulse internally and sing together and in time.</li> <li>Follow a leader/conductor with confidence.</li> </ul>	<p><b>Glockenspiel Stage 2</b> KLP:</p> <ul style="list-style-type: none"> <li>Understand that pulse is the foundation of music upon which all the other dimensions are built.</li> <li>Continue to play and move between differentiated parts.</li> <li>Make up own tune or rhythm within boundaries given.</li> <li>Compose using two notes, increasing to three notes and beyond.</li> </ul>	<p><b>Stop!</b> KLP:</p> <ul style="list-style-type: none"> <li>Continue to use correct musical language to describe the music you are listening to and your feelings towards it.</li> <li>Understand pulse, rhythm and beat.</li> <li>Continue to play together in a band or ensemble, following a leader / conductor.</li> <li>Improvise simple solo melodies.</li> <li>Record the composition in any way that is appropriate.</li> </ul>	<p><b>Lean on Me</b> KLP:</p> <ul style="list-style-type: none"> <li>Listen, with respect, to other people's ideas and feelings towards the music you have listened to.</li> <li>Clap a rhythm; improvising a rhythm; using pitch; improvising using the voice.</li> <li>Learn to treat each instrument with respect and use the correct techniques to play them.</li> <li>Create own rhythmic patterns that lead to melodies.</li> <li>Use of the interrelated dimensions of music.</li> <li>Describe the quality of sounds and how they are made (timbre).</li> </ul>	<p><b>Blackbird</b> KLP:</p> <ul style="list-style-type: none"> <li>Discuss other dimensions of music and how they fit into the music being listened to.</li> <li>Begin to understand how the other dimensions of music are sprinkled through songs and pieces of music.</li> <li>Begin to recognise / identify and musically demonstrate awareness of a link between shape and pitch graphic notations. Start to understand the basics and foundations of notations.</li> <li>Start to perform rhythms and melodies with confidence and understanding.</li> <li>Start improvising using two notes, increasing to three notes Start to use voice, sounds, technology and instruments in creative ways.</li> <li>Begin to use graphic notations.</li> </ul>
<b>Computing</b>	<p><b>The internet</b> KLP:</p> <ul style="list-style-type: none"> <li>Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.</li> </ul>	<p><b>Audio editing</b> KLP:</p> <ul style="list-style-type: none"> <li>Capturing and editing audio to produce a podcast, ensuring that copyright is considered.</li> </ul>	<p><b>Repetition in shapes</b> KLP:</p> <ul style="list-style-type: none"> <li>Using a text-based programming language to explore count-controlled loops when drawing shapes.</li> </ul>	<p><b>Data logging</b> KLP:</p> <ul style="list-style-type: none"> <li>Recognising how and why data is collected over time, before using data loggers to carry out an investigation.</li> </ul>	<p><b>Photo editing</b> KLP:</p> <ul style="list-style-type: none"> <li>Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.</li> </ul>	<p><b>Repetition in games</b> KLP:</p> <ul style="list-style-type: none"> <li>Using a block-based programming language to explore count-controlled and infinite loops when creating a game.</li> </ul>

<p style="text-align: center;"><b>P.E.</b></p>	<p><b>Gymnastics</b> KLP:</p> <ul style="list-style-type: none"> <li>To use equipment within a sequence.</li> <li>Identify well performed skills when watching other groups.</li> <li>To accelerate and decelerate whilst travelling.</li> <li>To develop some knowledge of Rhythmic Gymnastics.</li> <li>Perform a roll using control, body tension and flow.</li> </ul>	<p><b>Hockey</b> KLP:</p> <ul style="list-style-type: none"> <li>Understand how to record scoring.</li> <li>Play games competitively.</li> <li>Develop teamwork through communication.</li> <li>Pass a ball towards a space for a teammate to receive.</li> <li>Understand, choose and apply a range of strategies for defence and attack.</li> <li>Understand how it feels to win and lose.</li> <li>Understand the rules of a game.</li> <li>Understand which parts of the stick to use to stop/strike.</li> </ul>	<p><b>Tennis</b> KLP:</p> <ul style="list-style-type: none"> <li>To Understand and know rules of tennis.</li> <li>To perform the underarm serve technique.</li> <li>To accurately complete forehand hitting.</li> <li>To move towards and away from a ball before striking it.</li> <li>To complete an accurate 'serve'.</li> <li>Understand how to score tennis games/matches.</li> </ul>	<p><b>Swimming – Leisure Centre Plans</b> KLP:</p> <ul style="list-style-type: none"> <li>To perform correct front crawl arm and leg action.</li> <li>To perform correct breast stroke crawl arm and leg action.</li> <li>To perform correct back crawl arm and leg action.</li> <li>To regulate breathing.</li> <li>To evaluate their own performance.</li> <li>Discuss safe self-rescue.</li> </ul>	<p><b>Dance – Egyptian</b> KLP:</p> <ul style="list-style-type: none"> <li>Able to move with rigid and floppy dynamics.</li> <li>Able to execute Egyptian-style actions.</li> <li>Able to develop relationships – contact and balance with partner.</li> <li>Able to demonstrate isolations with the head and shoulders.</li> <li>Able to demonstrate and create 2-dimensional shapes.</li> </ul>	<p><b>Athletics</b> KLP:</p> <ul style="list-style-type: none"> <li>To jump for height &amp; distance.</li> <li>To measure for height and distance.</li> <li>To record and compare personal bests.</li> <li>To explore different body positions in flight.</li> <li>To jump hurdles with developing technique.</li> <li>To communicate clearly with partners &amp; team mates.</li> <li>To locate some of the major muscles in the body.</li> </ul>
<p style="text-align: center;"><b>English</b></p>	<p><b>Captive Celt by T. Deary (TB)</b> KLP:</p> <ul style="list-style-type: none"> <li>Retell a chapter of a story.</li> <li>How to write a diary entry.</li> <li>How to write an eye witness account.</li> <li>How to describe a character effectively.</li> </ul>	<p><b>This morning I met a whale by M. Morpurgo (TB)</b> KLP:</p> <ul style="list-style-type: none"> <li>How to write an information text (fantasy).</li> <li>How to write a formal letter.</li> <li>How to write a newspaper article.</li> <li>How to write a personal account.</li> </ul>	<p><b>Kensuke’s Kingdom by Michael Morpurgo (PR)</b> KLP:</p> <ul style="list-style-type: none"> <li>How to write a balance argument.</li> <li>How an author uses small details to build character and setting.</li> <li>How to analyse characters.</li> <li>How to write in role.</li> <li>How to write an informal letter.</li> <li>Understand how to use metaphors, similes and personification.</li> <li>How to write a description using figurative language and imagery.</li> <li>How to write a narrative.</li> </ul>	<p><b>Mouse, Bird Snake, Wolf – D. Almond (PR)</b> KLP:</p> <ul style="list-style-type: none"> <li>How to write a persuasive letter.</li> <li>How to write Kennings.</li> <li>How to write a balanced argument.</li> <li>How to write a diary entry (in role).</li> </ul>	<p><b>Shakespeare – The Tempest</b> KLP:</p> <ul style="list-style-type: none"> <li>Know how to write a play script</li> <li>How to write a descriptive poem.</li> </ul> <p><b>Stories on a Theme: Faraway Places – Cloud Tree Monkeys by Mal Peet &amp; Elspeth Graham (TB)</b> KLP:</p> <ul style="list-style-type: none"> <li>How to write a narrative.</li> <li>How to write a persuasive text (advertisement).</li> </ul>	

**SPaG**

**Spelling**

- Spell words from the Year 3/4 Statutory words list
- Spell homophones
- Spell words ending in – sure

**Grammar & Punctuation**

- Possessive apostrophes
- Word families
- subordinate clauses
- Subordinating conjunctions
- Adverbs
- Prepositions
- Determiners

(Capital letters, full stops, exclamation marks, question marks throughout)

**Spelling**

- Spell words from the Year 3/4 Statutory words list
- Spell words containing prefixes and suffixes
- Spell words containing ‘ei’, ‘eigh’ or ‘ey’ grapheme

**Grammar & Punctuation**

- Verb/Tense agreement
- Adverbials
- Inverted Commas

(Capital letters, full stops, exclamation marks, question marks throughout)

**Spelling**

- Spell words from the Year 3/4 Statutory words list
- Spell words containing prefixes
- Spell words with endings that sound like /jən/ spelt ‘-cian’, ‘-sion’, ‘-tion’ and ‘-ssion’

**Grammar & Punctuation -**

- Commas to clarify meaning
- Statements/Commands
- Verbs/Adjectives/Nouns
- Present and Past progressive continuous tense
- Pronouns

(Capital letters, full stops, exclamation marks, question marks throughout)

**Spelling**

- Spell words from the Year 3/4 Statutory words list
- Spell words with the /s/ sound
- spelt ‘sc’
- Spell words ending ‘sion’
- Homophones

**Grammar & Punctuation**

- Apostrophes for possession, including singular and plural
- Commas to clarify meaning
- Present and Past progressive continuous tense
- Adverbs
- Adverbials

(Capital letters, full stops, exclamation marks, question marks throughout)

**Spelling**

- Spell words from the Year 3/4 Statutory words list

**Grammar & Punctuation - Understand and identify:**

- Coordinating conjunctions
- Commas in lists
- Inverted commas
- Commas after fronted adverbials

(Capital letters, full stops, exclamation marks, question marks throughout)

**Spelling**

- Spell words from the Year 3/4 Statutory words list
- Spell words containing prefixes and suffixes.

**Grammar & Punctuation - Understand and identify:**

- Tense agreement
- Noun phrases
- Present and Past progressive continuous tense

(Capital letters, full stops, exclamation marks, question marks throughout)

	<p><b>Number and place value</b></p> <ul style="list-style-type: none"> <li>Recognise the place value of each digit in a four-digit number including decimals</li> <li>Round any number to the nearest 10, 100 or 1000</li> <li>Find 0.1, 1, 10, 100 or 1000 more or less than a given number.</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Add and subtract numbers with up to 4 digits and decimals with one decimal place using the formal written methods of columnar addition and subtraction.</li> </ul> <p><b>Calculations</b></p> <ul style="list-style-type: none"> <li>Understand how to check calculations using inverse operations</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Recognise properties of 2D shapes including angles and symmetry</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>Read time to the nearest minute is developed to include converting between different time systems (analogue and digital) and different units of time.</li> </ul> <p><b>Roman Numerals</b></p> <ul style="list-style-type: none"> <li>Recognise Roman Numerals.</li> </ul> <p><b>Multiplication</b></p> <ul style="list-style-type: none"> <li>Recall multiplication facts up to and including 12x 12.</li> </ul>	<p><b>Multiplication &amp; Division</b></p> <ul style="list-style-type: none"> <li>Understand place value and multiplication facts to develop written methods for multiplication.</li> <li>Develop a written method of division.</li> <li>Mental Division, using place value, known and derived facts to divide mentally.</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>Estimate, measure and compare lengths.</li> <li>Calculate the perimeter and area of rectangles.</li> </ul> <p><b>Position and Direction</b></p> <ul style="list-style-type: none"> <li>Describe positions on a 2-D grid as coordinates in the first quadrant.</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>Interpret and present discrete data using appropriate graphical methods, including in bar charts, pictograms, tables and other graphs.</li> </ul> <p><b>Multiplication</b></p> <ul style="list-style-type: none"> <li>Recall multiplication facts up to and including 12x 12.</li> </ul>	<p><b>Number &amp; Place Value</b></p> <ul style="list-style-type: none"> <li>Use place value describe and extend number sequences involving counting on or back in different steps, including sequences with multiplication and division steps.</li> <li>Count backwards through zero to include negative numbers.</li> </ul> <p><b>Fraction &amp; Decimals</b></p> <ul style="list-style-type: none"> <li>Understand that a fraction is one whole number divided by another (for example, <math>\frac{3}{4}</math> can be interpreted as <math>3 \div 4</math>).</li> <li>Add and subtract fractions with the same denominator.</li> <li>Recognise, find and write fractions of a discrete set of objects including those with a range of numerators and denominators.</li> <li>Recognise and write decimal equivalents to <math>\frac{1}{4}</math>; <math>\frac{1}{2}</math>; <math>\frac{3}{4}</math>.</li> <li>Solve simple measure and money problems involving fractions and decimals to two decimal places.</li> </ul> <p><b>Multiplication</b></p> <ul style="list-style-type: none"> <li>Recall multiplication facts up to and including 12x 12.</li> </ul>	<p><b>Number and Place Value</b></p> <ul style="list-style-type: none"> <li>Identify the place value of each digit to two decimal places.</li> </ul> <p><b>Multiplication</b></p> <ul style="list-style-type: none"> <li>Know how to multiply together three numbers.</li> <li>Recognise and use factor pairs and commutativity in mental calculations.</li> <li>Develop use of written multiplication for problem solving.</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Identify lines of symmetry in 2-D shapes presented in different orientations.</li> <li>Plot specified points and draw sides to complete a given polygon.</li> </ul> <p><b>Addition &amp; Subtraction</b></p> <ul style="list-style-type: none"> <li>Add and subtract numbers with up to 4 digits and decimals with one decimal place using the formal written methods of columnar addition and subtraction where appropriate.</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>Interpret discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</li> </ul> <p><b>Multiplication</b></p> <ul style="list-style-type: none"> <li>Recall multiplication facts up to and including 12x 12.</li> </ul>	<p><b>Number and Place Value</b></p> <ul style="list-style-type: none"> <li>Describe and extend number sequences involving counting on or back in different steps, including sequences with multiplication and division steps.</li> </ul> <p><b>Decimals</b></p> <ul style="list-style-type: none"> <li>Develop their knowledge and understanding of decimals and relate multiplying and dividing by 10 and 100 to decimal notation and to converting units of measure.</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>Estimate, compare and calculate different measures.</li> <li>Apply their knowledge of the number system when measuring lengths (mm, cm, m), capacities / volumes (ml, l) and masses (g, kg).</li> <li>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days and problems involving money and measures.</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Complete a simple symmetric figure with respect to a specific line of symmetry.</li> <li>Plot specified points and draw sides to complete a given polygon.</li> </ul> <p><b>Position &amp; Direction</b></p> <ul style="list-style-type: none"> <li>Describe movements between positions on a 2-D grid as translations of a given unit to the left/right and up/down.</li> </ul> <p><b>Multiplication</b></p> <ul style="list-style-type: none"> <li>Recall multiplication facts up to and including 12x 12.</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>Solve number and practical problems that with increasingly large positive number including decimals.</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Add and subtract numbers with up to 4 digits and decimals with one decimal place using the efficient written methods of columnar addition and subtraction where appropriate.</li> </ul> <p><b>Multiplication and division</b></p> <ul style="list-style-type: none"> <li>Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, division (including remainders).</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Use a variety of sorting diagrams to compare and classify numbers and geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</li> </ul> <p><b>Multiplication</b></p> <ul style="list-style-type: none"> <li>Recall multiplication facts up to and including 12x 12.</li> </ul>
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<p><b>LotC</b></p>	<p>Tullie House Assembly Senhouse Roman Museum, Maryport</p>	<p>River study – West Cumbria Rivers Trust (day workshop)  Visit from local artist</p>	<p>Tullie House Egyptian Curriculum day</p>	<p>Glaramara Residential  Fair Trade</p>		<p>Sports Day</p>
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