

Year 4

Subject		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2					
RE		<u>Creation and Covenant</u>		<u>Prophecy and Promise</u>		<u>Galilee to Jerusalem</u>		<u>Desert to Garden</u>		<u>To the Ends of the Earth</u>		<u>Dialogue and Encounter</u>					
Maths		Place value	Addition & subtraction	Area	Multiplication & division A	Consolidation	Multiplication & division B	Length & perimeter	Fractions	Decimals A	Decimals B	Money	Time	Consolidation	Shape	Statistics	Position & direction
Topic		Lighting the Way How has our way been enlightened?				Open a door and enter a world... Where do we belong in our world?				Our Town. Our Story! How does our town's history inspire our story?							
Driver Words		Discover, Reform, Influence, Strength, Wealth				Identity, Sacrifice, Forgiveness, Courage, Explore				Trust, Care, Change, Common Good, Inspire							
Key Texts		Varjak Paw by S. F. Said				The Lion, The Witch and The Wardrobe by C. S. Lewis				Mill Girl: A Victorian Girl's Diary 1842-1843 by Sue Reid							
History/ Geography		The Empire Strikes Back! History – Romans; Ancient Greeks				Iceland: The Land of Fire and Ice Geography – a region in a European country; Key aspects of physical geography: volcanoes				The Spirit of Preston's Past History – a local history study Geography – a region of the United Kingdom							
Science		Waves and Watts Sound; Electricity				Materials and Matter States of matter; Living things and their habitats				The Story of Food Animals, including humans							
Art		Ancient Greek Art Sculpture				Icelandic Art: Lighthouses Printing				Preston through the Ages: Painting our Past Painting							
Design		Light it Up! Electricity-based: Textiles - sewing				Designed for Disaster Building structures				Cooking with Preston's Seasonal Harvest Cooking and nutrition							
PE		Gymnastics		Games		Swimming		Dance		Swimming		Athletics					
Music		WCIT Lancashire Hub Ukulele															
Computing		The Internet		Audio Production		Repetition in Shapes		Data Logging		Photo Editing		Repetition in Games					
MFL - French		Recap Core Units		Unit E My Home		Unit F My Town		Unit G Describing People		Unit H The Body		Unit I Sport					
PSHE	RHE	Created and Loved by God				Created to Love Others				Created to Live in Community							
	Project Evolve	Online Relationships		Online Bullying Online Reputation		Health, Well-being and Lifestyle		Self-Image and Identity Copyright and Ownership		Privacy and Security		Managing Online Information					
	Additional	First Aid		Friendship Week		Safer Internet Week						Economic Wellbeing					

Year 4 - Autumn Term Curriculum

Lighting the Way	
Big Question: How has our way been enlightened?	
Curriculum Driver Words:	Discover, Reform, Influence, Strength, Wealth
Key Texts:	Varjak Paw by S.F. Said
Genres of Writing:	Diary, Character description, Non-chronological report
Enrichment Opportunity:	Greek Day

Topic Related Subjects	
History Topic: The Empire Strikes Back!	
Area of Study: Ancient Greece a study of Greek life and achievements and their influence on the western world. <i>Enquiry Question: How have the Ancient Greeks enlightened the world we live in?</i>	Area of Study: The Roman Empire and its impact on Britain <i>Enquiry Question: How have the Romans enlightened the world we live in?</i>
<u>Key Knowledge</u> <ul style="list-style-type: none"> • Today Greece is a country but in ancient times Greece was made up of separate city states that each had their own laws and armies. • There was lots of conflict between city states across Greece. • Athens and Sparta were two of the most well-known city states and they were very different in lifestyle. • Athens was a coastal city which was rich in trading and culture. They had a democracy and citizens could vote. • Sparta was an inland city protected by the mountains. In Sparta strength, fitness and obedience were highly valued and they had a fierce army. Reading and writing were not valued and therefore there is little written evidence about this city state. • The ancient Greeks relied upon boats to trade and travel because of the many islands and because Greece is largely surrounded by sea. • An empire begun to be created by Philip 2nd uniting city-states in the north of Greece, this empire was called Macedonia. • Alexander The Great inherited control of this empire in 336BC. He conquered the rest of the Greek city states and created a powerful army. After gaining control of Greece, Alexander invaded and conquered many nearby countries and spread Greek culture across thousands of miles. 	<u>Key Knowledge</u> <ul style="list-style-type: none"> • The Roman empire started in Rome, Italy and it expanded to conquer many other countries (including Britain) becoming the largest empire in the world. • The Roman army was more advanced, powerful and organised than other armies of the time making them very successful in battle. • Before the Romans invaded Britain, there was no overall ruler or king. Many people lived in tribes, each one ruled separately by warrior kings. • When Julius Caesar was the leader of the Roman Empire, there were two attempts to conquer Britain. It was not until the third attempt, led by Emperor Claudius in AD43, that the Romans were successful. • Boudica was the queen of one of Britain's tribes. She led an attack against the Romans after they did not keep an arranged deal and treated the tribe badly. She was not successful in her fight back. • When the Romans first landed in Britain, much of the land was farmland and fields. The Romans built-up towns and connected them by networks of roads. • The Romans used aqueducts to supply their towns with water and built a network of sewers to take away dirty water. These still used across Britain today. • A clue to Roman origins are if a place name has 'Chester, Caster or Cester' in it.

<ul style="list-style-type: none"> During his 13-year reign, Alexander created the largest empire in human history. After his sudden death, the Greek Empire split into different kingdoms but the influence of Greek Culture that he had spread remained strong in many of the places. The first official Ancient Greek Olympic Games happened by 776BC and continued to take place every 4 years. As well as being sporting event, the Olympic Games were a religious festival. The Greeks left a lasting legacy across the world such as: democracy, Olympic Games, Alphabet and Language, Science and Medicine, Theatre, Mythology and Maths. 	<ul style="list-style-type: none"> The Romans introduced more sophisticated houses including, Villas for the wealthy. Mosaics were a classic Roman decoration used in many buildings. They can still be found in buildings today. Hadrian's Wall is considered Britain's most important and impressive Roman monument. The Roman Empire became too large to defend itself and Rome was under attack. All soldiers were ordered to leave Britain to defend their homeland. The Romans left a lasting legacy including: roads and buildings, lifestyle, language and numbers and religion. Some of their inventions include: central heating, the calendar, newspapers, books and concrete.
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Chronological Understanding

- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)
- Order significant events and dates on a timeline

Events, People and Changes

- Use evidence to describe what was important to people from the past
- Use evidence to show how the lives of rich and poor people from the past differed
- Describe similarities and differences between people, events and artefacts studied
- Describe how some of the things I have studied from the past affect/influence life today

Historical Enquiry

- Use documents, printed sources (e.g. archive materials) the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.
- Ask questions and find answers about the past

Historical Interpretation

- Look at different versions of the same event in history and identify differences.
- Know that people in the past represent events or ideas in a way that persuades others.

Communication

- Use and understand appropriate historical vocabulary to communicate information about important events and changes over time. Specific vocabulary includes: BC, AD (from year3), significant, Roman Empire, Ancient Greece, impact and comparisons.
- Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.

Science

Topic: Waves and Watts

Area of Study: Sound

Enquiry Question: What is Sound?

Key Knowledge

- A sound produces vibrations which travel through a medium from the source of the sound to our ear
- Mediums such as solids, liquids and gases can carry sound **but** sound cannot travel through a vacuum (an area empty of matter)
- The vibrations cause parts of our body inside our ears to vibrate, allowing us to hear (sense) the sound
- The loudness (volume) of the sound depends on the strength (size) of the vibrations which decreases as they travel through the medium
- So, sounds decrease in volume as you move away from the source

Area of Study: Electricity

Enquiry Question: Why is electricity so important to modern day living?

Key Knowledge

- Identify common household appliances that run on electricity – saying which plug into the mains and which run on batteries
- Identify and name items required to make an electrical circuit e.g. battery/cell, wires, buzzer, motor, bulb etc.
- A circuit has a battery or cell connected to a component (bulb/motor/buzzer) using wires
- Know what happens to the component when the circuit is broken
- A switch can be added to a circuit to turn the component (buzzer/bulb/motor) on or off

<ul style="list-style-type: none"> • A sound insulator is a material which blocks sound effectively • Pitch is the highness or lowness of a sound and is affected by features of objects producing the sounds. For example, smaller objects usually produce higher pitched sounds 	<ul style="list-style-type: none"> • Some materials allow electricity to pass through them easily – they are known as electrical conductors • Many metals are electrical conductors • Water also conducts electricity • Some materials do not allow electricity to pass through them – they are known as insulators
<p><u>Sound</u></p> <ul style="list-style-type: none"> • Identify how sounds are made, associating 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 a sound's volume and the strength of the vibrations that produced it • Recognise that sounds get fainter as the distance from the source increases 	<p><u>Electricity</u></p> <ul style="list-style-type: none"> • Identify common appliances that run on electricity • Construct a simple series electrical circuit, identifying and naming its basic parts, e.g. 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 some common conductors and insulators, and associate metals with being good conductors • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
<p>Art Topic: Ancient Greek Art Area of Study: Sculpture Enquiry Question:</p>	
<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> • There are 4 main types of sculpture; <ul style="list-style-type: none"> ◦ stone carving ◦ bronze casting ◦ wood carving and ◦ clay firing • Ancient Greek culture was full of different types of art. Greek artists created masterpieces in painting, metal work, mosaic, sculpture, architecture, literature and pottery. • Pottery was used on a daily basis. Clay was used to create pots and vases of different shapes. They would be painted with geometric patterns and scenes from mythology. • Periods of Greek Art: • Archaic: this is the earliest phase of Greek art. It took place in the 8th Century BC and lasted until 480 BC • Classical: this began in 510 BC and lasted until 323 BC. During the Classical Era, they developed a unique style, which modern art historians call the "Severe Style". • Hellenistic: this period began after Alexander the Great's death in 323 BC. It continued until 31 BC. • Drawing: One sketch type is a gesture drawing this is a drawing that shows a movement of part of the body, especially a hand or the head, to express an idea or meaning. A famous gesture drawing is called discobolus which was an Ancient Greek sculpture. 	
<p><u>Exploring and Developing Ideas</u></p> <ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas • Select and record from first-hand observation, experience and imagination and explore ideas for different purposes • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures <p><u>Evaluating and Developing Work</u></p> <ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them • Adapt their work according to their views and describe how they might develop it further <p><u>Drawing</u></p> <ul style="list-style-type: none"> • Develop techniques to create intricate patterns, marks and lines using a growing range of media. • Use these techniques to develop texture and tone. 	

- Organise line, tone, shape and colour to represent figures and forms in movement.
- Show reflections.
- Show facial expressions and body language in their sketches.

3D/Sculpture

- Work in a safe, organised way, caring for equipment.
- Join two parts successfully.
- Learn to secure work to continue at a later date.
- Produce larger ware using pinch, slab and coil techniques.
- Continue to explore carving as a form of 3D art
- Produce more intricate surface patterns and textures and use them when appropriate.
- Use language appropriate to skill and technique.

DT

Topic: Light it Up!

Area of Study: Electricity-based: Textiles - sewing

Enquiry Question: How can I combine textiles and electricity to create a decoration?

Key Knowledge

- Know how to create a simple circuit which allows a lightbulb to function (covered through science).
- An electrical circuit is a loop through which an electric current can flow. It consists of a power source, wires and components such as a bulb or switch.
- Seam allowance is the area between the fabric edge and the stitching line on the pieces of fabric that are being sewn together.
- There are different types of stitches which can create different aesthetics and are useful for different purposes.

Technical Knowledge and Skills

- Continue to use an increasingly appropriate technical vocabulary for tools, materials and their properties
- Understand seam allowance (when two pieces of material are being sewn together)
- Sew on buttons and make loops
- Incorporate a circuit into a model
- Use electrical systems such as switches, bulbs and buzzers
- Develop skills in stitching – learn more than one stitch e.g. cross stitch and back stitch
- Use a simple pattern as a starting point for design

Design

- Record a plan by drawing using annotated sketches
- Use prototypes to develop and share ideas
- Consider aesthetic qualities of materials chosen

Make

- Prepare pattern pieces as templates for their design
- Select from different techniques for different parts of the process

Evaluate

- Draw/sketch existing products in order to analyse and understand how products are made
- Identify the strengths and weaknesses of their design ideas in relation to purpose/user
- Consider and explain how the finished product could be improved
- Investigate key events and individuals in design and technology

Discrete Subjects

RE

Creation and Covenant

- Encounter the belief that human beings are made "in the image of God" (Gen 1:27) and talk about what this might mean. (C&C 4.1)
- Make simple links between the first creation story, the belief that all human beings are created equal and an expression of the principle of Catholic Social Teaching about human dignity. (C&C 4.2)
- Describe stewardship by making simple links between Genesis 1:26-31 and people's actions today. (C&C 4.3)
- Recognise that in Laudato Si', Pope Francis teaches that human beings are called to have a loving relationship with God, with each other and with the world. (See LS 66). (C&C 4.4)
- Give an overview of the story of Exodus, focusing on the final plague – the Passover. (C&C 4.5)
- Describe moments in Moses' leadership: reluctance, courage, obedience, trust, fidelity (faithfulness) (C&C 4.6)
- Describe the role of the women, especially Miriam (Moses' sister) and Jochebed (Moses' mother) in saving Moses. (C&C 4.7)

Prophecy and Promise

Year C – The Gospel of Luke

- Explain the gap between the life of Jesus and the writing of the Gospel of Luke in relation to other New Testament texts. (P&P Ph2.1 C)
- Recognise that Luke wrote for a specific community, who needed reassurance that Jesus had something important to say to them. (P&P Ph2.2 C)
- Show understanding of why some people gave Jesus the title 'Christ' (the anointed one) by making links with the scripture studied. (P&P Ph2.3 C)
- Revisit and sequence the Infancy Narrative from the Gospel of Luke. (Lk 1:1 – 2:52). Explain Luke's use of the Holy Spirit in people and events. (P&P Ph2.4 C)
- Find some of the titles that Luke gives Jesus and recognise them as statements of belief in who Jesus was. (P&P Ph2.5 C)
- Suggest how Luke's Gentile audience might have been reassured by Luke's description of the birth of Jesus. (P&P Ph2.6 C)
- Make relevant links between the belief in that Jesus is the Messiah and the Nicene creed (specifically articles 2-4) and suggest why Catholics say this prayer. (P&P Ph2.7 C)
- Discuss, describe and explain ways in which the birth of Jesus is celebrated today. (P&P Ph2.8 C)

PE

Key Knowledge

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Swimming

- swim between 25 and 50 metres unaided
- swim using 3 different strokes on their front and back
- swim with confidence on the surface and under water
- perform safe self- rescue techniques in and around water

Games

- select and use the most appropriate skills, actions or ideas
 - move and use actions with control and co-ordination
 - explain how their work is similar and different from that of others
 - use their comparison to improve their work
 - explain why warm-up and a cool-down is important
 - explain why keeping fit is good for their health (covered through PSHE)
 - consolidate the throwing, catching, kicking and striking of a ball when under limited pressure in a mini game
 - be aware of space and use it to support team-mates and cause problems for the opposition
- work well as a team in competitive games

Music

WCIT Lancashire Hub – Ukulele

Computing	
The Internet	Audio Production
<u>Key Knowledge</u> <ul style="list-style-type: none"> The internet is a network of networks that is used around the world. The World Wide Web is a system on the internet that has websites and webpages. Some content on the internet is protected. Not all of the information on the internet is accurate. The World Wide Web is part of the internet where we can visit web pages and websites. When we visit the World Wide Web, routers help us to journey to different networks in different parts of the world. Web browsers, such as Google Chrome and Internet Explorer, let us view different pages on the internet. Websites are a set of web pages. Websites and webpages can be found using web addresses starting with www. 	<u>Key Knowledge</u> <ul style="list-style-type: none"> Recording and listening to sound requires input devices (a microphone) and output devices (speakers). Podcasts can be planned, recorded and published and then listened to by an audience. People have ownership over audio files and can have the audio copyrighted so that it cannot be copied without permission. Garage Band and Audacity are examples of apps that can be used to edit audio and create podcasts. A podcast needs a clear subject in order to make it suitable for a specific audience. Sound on the apps is shown as a waveform. The larger the sound the bigger the wave.
<u>Computing Skills</u> <ul style="list-style-type: none"> 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 Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 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, including collecting, analysing, evaluating and presenting data and information; Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <u>Computer Systems & Networks</u> <ul style="list-style-type: none"> Describe how networks physically connect to other networks Recognise how networked devices make up the internet Outline how website can be shared via the World Wide Web (WWW) Describe how content can be added and accessed on the WWW Recognise how the content of the WWW is created by people Evaluate the consequences of unreliable content 	<u>Computing Skills</u> <ul style="list-style-type: none"> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 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, including collecting, analysing, evaluating and presenting data and information Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact <u>Creating Media</u> <ul style="list-style-type: none"> Identify that sound can be recorded Explain that audio recordings can be edited Recognise the different parts of creating a podcast project Apply audio settings independently Combine audio to enhance my podcast project Evaluate the effective use of audio
MFL - French	
Recap Core Units	Unit E: My Home
<u>Listening</u>	<u>New Language Content</u>

<ul style="list-style-type: none"> • Understand some simple words and phrases • Understand some simple instructions and follow them • Identify phonemes which are the same as, or different from, English phonemes • Understand simple questions and respond to them, e.g. By picking up an item • Recognise negatives • Respond appropriately to songs and rhymes, e.g. By performing a series of actions • Recognise whether nouns are singular or plural, based on the article 'le'/'la'/'l'/'les' • Recognise some basic French adjectives <p><u>Speaking</u></p> <ul style="list-style-type: none"> • Repeat simple words and phrases • Join in with simple songs and rhymes • Answer questions to give basic information using simple words and phrases • Say simple words and phrases from memory, with accurate pronunciation, so that others can understand • Introduce self, giving name and age, using short, simple sentences. • Use some numbers, colours and simple describing words in spoken sentences • Talk about self, using some common verbs in the first person singular form <p><u>Reading</u></p> <ul style="list-style-type: none"> • Read familiar words and phrases aloud with accurate pronunciation, so that others can understand • Recognise and understand some individual written words, and match them to pictures • Recognise whether nouns are singular or plural 	<ul style="list-style-type: none"> • Saying where they live • Identifying a variety of rooms and types of furniture • Saying what there is in the kitchen • Describing their daily routine <p><u>Listening</u></p> <ul style="list-style-type: none"> • Recognise familiar words and phrases in a spoken story or poem <p><u>Speaking</u></p> <ul style="list-style-type: none"> • Say several sentences from memory • Say full sentences from memory, with accurate pronunciation, so that others can understand • Say a few sentences to describe where they live • Say a few sentences about the things they do, e.g. Daily routine or hobbies, including simple likes and dislikes • Use simple sentences where the structure or word order differs from English, e.g. Negatives and reflexives <p><u>Reading</u></p> <ul style="list-style-type: none"> • Identify the gender of a French noun from its article <p><u>Writing</u></p> <ul style="list-style-type: none"> • Write a few simple sentences about self, including name and age, from memory • Write a few simple sentences to describe where they live, from memory • Write a few simple sentences about the things they do, e.g. Daily routine or hobbies, from memory
PSHE	
RHE – Created and Loved by God	Project Evolve
<p><u>Unit 1 – Get Up</u></p> <ul style="list-style-type: none"> • We are created individually by God who is Love, designed in His own image and likeness • God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation) • Every human life is precious from the beginning of life (conception) to natural death • Personal and communal prayer and worship are necessary ways of growing in our relationship with God <p><u>Unit 1 – The Sacraments</u></p> <ul style="list-style-type: none"> • In Baptism God makes us His adopted children and 'receivers' of His love • By regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue). • It is important to make a nightly examination of conscience. 	<p><u>Online Relationships</u></p> <ul style="list-style-type: none"> • Describe strategies for safe and fun experiences in a range of online social environments • Give examples of how to be respectful to others online <p><u>Online Bullying</u></p> <ul style="list-style-type: none"> • Identify some online technologies where bullying might take place • Describe ways people can be bullied through a range of media (e.g. image, video, text, chat) • Explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation) <p><u>Online Reputation</u></p> <ul style="list-style-type: none"> • Describe how others can find out information about me by looking online

<ul style="list-style-type: none"> • Receiving the Sacraments helps them to develop healthy relationships with others <p><u>Unit 2 – What is Puberty?</u></p> <ul style="list-style-type: none"> • Learn what the term 'puberty' means. • Learn when they can expect puberty to take place. • Understand that puberty is part of God's plan for our bodies. <p><u>Unit 2 – Changing Bodies</u></p> <ul style="list-style-type: none"> • Learn correct naming of genitalia • Learn what changes will happen to boys during puberty • Learn what changes will happen to girls during puberty <p><u>Unit 3 – What am I Feeling?</u></p> <ul style="list-style-type: none"> • That emotions change as they grow up (including hormonal effects) • About the range and intensity of their feelings and that 'feelings' are not good guides for action • That feelings are neither good or bad, but information about what we are experiencing that help us consider how to act • What 'emotional well-being' means and that positive actions and talking to trusted people enhance emotional well-being <p><u>Unit 4 – Life Cycles</u></p> <ul style="list-style-type: none"> • That they were handmade by God with the help of their parents • How a baby grows and develops in its mother's womb including scientifically, the uniqueness of the moment of conception • How conception and life in the womb fits into the cycle of life. 	<ul style="list-style-type: none"> • Explain ways that some of the information about me online could have been created, copied or shared by others
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Year 4 - Spring Term Curriculum

Open a Door and Enter a World...	
Big Question: Where do we belong in our world?	
Curriculum Driver Words:	Identity, Sacrifice, Forgiveness, Courage, Explore
Key Texts:	The Lion, The Witch and The Wardrobe by C.S. Lewis
Genres of Writing:	Descriptive, Diary, Newspaper report
Enrichment Opportunity:	UCLan Young Scientist Centre

Topic Related Subjects

Geography

Topic: Iceland: The Land of Fire and Ice

Area of Study: Locate the world's countries, using maps to focus on Europe (including Russia) and North and South America; A region in a European Country; Describe and understand key aspects of physical geography, including: volcanoes

Enquiry Question: How do volcanoes affect the lives of residents in Iceland?

Key Knowledge

- Iceland is a country located in Europe, which is the same continent as the UK.
- Many people live in Iceland. Icelandic people have their own cultures and traditions which they preserve including their own language and currency.
- Iceland is a popular place for tourists to visit mainly due to its location in the Northern Hemisphere and its physical features.
- The Earth is structured in layers. The inner core, outer core, mantle and crust.
- The Earth's crust is made up of tectonic plates and these move.
- Some tectonic plates move away from each other (these are at divergent plate boundaries) and some tectonic plates move towards each other (these are at convergent plate boundaries).
- Iceland is located on a tectonic plate boundary.
- A volcano is formed at a plate boundary.
- Volcanoes occur where magma is released through the Earth's crust. Once the magma cools, it hardens to create the shape of the volcano.
- Some volcanoes are composite and some are shield.
- When pressure in the magma chamber gets too high, the lava is released through the vent during a volcanic eruption.
- When a volcano erupts, rock, gas and ash are released creating ash clouds which can drift for miles.
- A volcanic eruption can affect the landscape of its surrounding area and can also lead to natural disaster which can significantly impact the people who live and work near the volcano.
- Grindavik volcano is an active volcano located in the South West of Iceland which has caused recent natural disasters affecting people of Iceland.
- Land near to volcanoes can have impact on local economy such as through boosting tourism, supporting the production of geothermal energy, providing nutrient rich soil and geothermal spots.

Map Knowledge and Skills

- Locate Europe on a large scale map or globe
- Name and locate countries in Europe (including Russia) and their capital cities

Communication

- Communicate geographical understanding and findings from fieldwork and research in a wider range of ways. e.g. Speaking, writing, drawing or on a digital device
- Use a database to present findings

- Use developing geographical vocabulary relating to physical and human process: climate, climate zone, biomes, natural disasters, mountains, volcanoes, earthquakes, tectonic plates, crust, mantle, core, rivers, population, settlement

Enquiry

- Ask more searching how and why geographical questions as well as where and what
- Find out about a locality using different sources of evidence e.g a local walk, simple maps, photos, data, interview, library or internet search
- Identify and describe geographical features, processes and patterns
- Describe similarities and differences between localities
- Use empathy to suggest different ways in which a locality studied can be changed or improved

Science

Topic: Materials and Matter

Area of Study: States of Matter

Enquiry Question: What is our world made up of?

Area of Study: Living things and their habitats

Enquiry Question: How do humans impact animal habitats?

Key Knowledge

- A solid keeps its shape and has a fixed volume
- A liquid has a fixed volume but can change its shape to fit a container. It can be poured and keep a level surface
- A gas fills all available space; it has no fixed shape or volume
- Even though they can be poured sugar, salt and sand are all solids; each grain keeps the same shape and volume
- Melting is a change of state from solid to liquid.
- Freezing is a change of state from liquid to solid. The freezing point of water is at 0°C.
- Boiling is a change of state from liquid to gas that happens when a liquid is heated to a certain temperature and bubbles of gas can be seen in the liquid. Water boils when it is heated to 100°C.
- Water evaporates into the air
- The sun heats up water at the surface of seas, rivers, lakes and turns it into water vapour (a gas). The water vapour rises into the air.
- Water vapour condenses into cloud
- Water vapour in the air cools and changes back into tiny drops of liquid water, forming clouds.
- Water falls as rain, snow, sleet etc...
- When too much water has condensed the water droplets in the clouds get too heavy and water falls back down as rain, snow, sleet etc. This is called precipitation.
- Water returns to the sea
- Rainwater runs over the land and collects in lakes and rivers which take it back to the sea. The cycle starts all over again.

Key Knowledge

- Living things can be grouped (classified) in different ways according to their features
- Classification keys can be used to identify and name living things
- Living things live in an environment to which they are suited (Y2)
- These environments may change naturally e.g. through flooding, fire, earthquake etc.
- Humans can also cause the environment to change
- Some human impact is good (positive) e.g. setting up nature reserves, tree planting, creating a garden pond
- Some human impact is bad (negative) e.g. littering, deforestation, plastics in the ocean
- These environments also change with the seasons
- Different living things can be found in a habitat at different times of year

States of Matter

- Compare and group materials together, according to whether they are solids, liquids or gases
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, e.g. through filtering, sieving and evaporating

Living things and their habitats

- 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 environment

<ul style="list-style-type: none"> Know that some materials dissolve in liquid to form a solution and describe how to recover a substance from a solution 	<ul style="list-style-type: none"> 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
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Art

Topic: Icelandic Art: Lighthouses

Area of Study: Printing

Enquiry Question: What makes Iceland's landscapes so iconic?

Key Knowledge

- Printmaking is an artistic process based on the principle of transferring images from a matrix onto another surface.
- Each colour in a print usually requires a separate stone, plate, block, or stencil, and any of these basic processes might be combined in the creation of a finished work.
- There are four main types of printmaking: relief, intaglio, lithography, and screen printing.
- Iceland is famous for its rugged landscapes and scenery (The Northern Light, Blue Lagoon, volcanoes, glaciers and waterfalls).
- As an island and seafaring nation, Iceland has over 100 lighthouses lining its coast.

Exploring and Developing Ideas

- Create sketch books to record their observations and use them to review and revisit ideas
- Select and record from first-hand observation, experience and imagination and explore ideas for different purposes
- Question and make thoughtful observations about starting points and select ideas to use in their work
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures

Evaluating and Developing Work

- Adapt their work according to their views and describe how they might develop it further

Drawing

- Develop techniques to create intricate patterns, marks and lines using a growing range of media.
- Use these techniques to develop texture and tone.
- Have opportunities to develop further drawings featuring the third dimension and perspective
- Show reflections.

Printing

- Increase awareness of relief printing and mono printing.
- Expand experience in three colour printing.
- Continue experimenting with overprinting motifs using three colours.
- Print onto different materials including fabric.
- Continue to experience combining prints taken from different objects to produce an end piece.
- Create an accurate print design.

DT

Topic: Designed for Disaster

Area of Study: Building structures

Enquiry Question: Could I build a house that would survive a volcanic eruption?

Key Knowledge

- Triangulation is a way of making structures strong and stable. By connecting parts with triangles, engineers can make sure it stays sturdy.
- In order to join wooden dowel together, place the end of one piece of wooden dowel against the end of another. This can then be glued together to create a butt joint. The joint needs strengthening.
- It is important to measure and mark out your dowel before cutting to ensure accuracy.

Technical Knowledge and Skills

- Continue to use an increasingly appropriate technical vocabulary for tools, materials and their properties
- Strengthen frames with diagonal struts
- Measure and mark square section, strip and dowel accurately to 1cm

Design

- Record a plan by drawing using annotated sketches
- Use prototypes to develop and share ideas
- Use CAD where appropriate

Make

- Select from different techniques for different parts of the process

Evaluate

- Draw/sketch existing products in order to analyse and understand how products are made
- Consider and explain how the finished product could be improved
- Investigate key events and individuals in design and technology

Discrete Subjects

RE

Galilee to Jerusalem

Desert to Garden

Year C – The Gospel of Luke

- Know the names of the prayers on a set of Rosary Beads and be able to match them to the correct beads (G2J Ph2.1C)
- Experience praying the Rosary (G2J Ph2.2C)
- Explain the Feast of the Assumption (G2J Ph2.3C)
- Describe some of Jesus' actions in and around Galilee (G2J Ph2.4C)
- Retell, with increasing detail, the parable of the prodigal son, and make simple connections with Christian beliefs about God's mercy and forgiveness (G2J Ph2.5C)

Year C – The Gospel of Luke

- Describe the Stations of the Cross and how they are a prayerful reflection on Christ's journey to the cross (D2G Ph2.1C)
- Correctly sequence the events of Holy Week, describing some of the different reactions to Jesus during the events of Holy Week and how they speak to Christians today. (D2G Ph2.2C)
- Make links between Exodus (12:1-8, 15-20, 13:3) the account of the Last Supper in Luke (22:14-23) and what happens at Mass (D2G Ph2.3C)
- Retell Luke's account of the disciples' journey to Emmaus. (D2G Ph2.4C)
- Find links between the passage and their lives now (D2G Ph2.5C)

PE

Key Knowledge

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- swim between 25 and 50 metres unaided
 - swim using 3 different strokes on their front and back
 - swim with confidence on the surface and under water
 - perform safe self- rescue techniques in and around water
 - create dance phrases to communicate an idea
 - explore different dance actions e.g. travel, turn, jump, stillness, gesture
 - explore dynamic qualities of movement in a routine e.g. speed, energy, timing
 - explore use of space within a routine e.g. levels, directions and pathways
- explore different relationships within a routine e.g. unison, canon and physical contact

Music

WCIT Lancashire Hub – Ukulele

Computing

Repetition in Shapes

Data Logging

Key Knowledge

Key Knowledge

Computing Skills

- 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
- 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,

Computing Skills

- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- 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, including collecting, analysing, evaluating and presenting data and information

Data and Information

- Explain that data gathered over time can be used to answer questions
- Use a digital device to collect data automatically
- Explain that a data logger collects 'data points' from sensors over time

<p>including collecting, analysing, evaluating and presenting data and information</p> <p><u>Programming</u></p> <ul style="list-style-type: none"> • Create a program in a text-based language • Explain what 'repeat' means • Modify a count-controlled loop to produce a given outcome • Decompose a task into small steps • Create a program that uses count-controlled loops to produce a given outcome 	<ul style="list-style-type: none"> • Recognise how a computer can help us analyse data • Identify the data needed to answer questions • Use data from sensors to answer questions
MFL - French	
Unit F: My Town	Unit G: Describing People
<p><u>New Language Content</u></p> <ul style="list-style-type: none"> • Asking how much something costs and saying prices • Talking about what is in their town • Giving directions • Saying names of shops • Saying the names of items you might buy in a shop <p><u>Speaking</u></p> <ul style="list-style-type: none"> • Prepare and present a set of simple instructions to a group for them to follow, e.g. Some directions • Say a few sentences to describe where they live <p><u>Reading</u></p> <ul style="list-style-type: none"> • Read a simple rhyme, song or story aloud to the class • Recognise common sentence and word order patterns in French <p><u>Writing</u></p> <ul style="list-style-type: none"> • Complete a written sentence by adding letters, words and phrases • Write a few simple sentences to describe where they live, from memory 	<p><u>New Language Content</u></p> <ul style="list-style-type: none"> • Saying colours that are useful for describing hair and eyes • Describing physical features • Describing a person's personality • Saying what they are wearing • Using "il" and "elle" with "être" and "avoir" <p><u>Listening</u></p> <ul style="list-style-type: none"> • Recognise who is being talked about in a sentence from the pronoun • Recognise that the structure of some French sentences differs from English <p><u>Speaking</u></p> <ul style="list-style-type: none"> • Say full sentences from memory, with accurate pronunciation, so that others can understand • Give short descriptions of other people, including family and friends • Use either 'les' or 'des' with plural nouns <p><u>Reading</u></p> <ul style="list-style-type: none"> • Recognise subject pronouns such as 'je', 'tu', 'il' and 'elle' • Recognise the first, second and third person singular forms of some common verbs in the present tense <p><u>Writing</u></p> <ul style="list-style-type: none"> • Show understanding by writing sentences or phrases which summarise some of the content of stories, songs and poems • Write some phrases and simple sentences from memory • Write a few simple sentences about other people, including family and friends, from memory
PSHE	
RHE – Created to Love Others	Project Evolve
<p><u>Unit 1 – Jesus My Friend</u></p> <ul style="list-style-type: none"> • That God loves, embraces, guides and forgives us; He reconciles us with Him and one another. • The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness. 	<p><u>Health, Wellbeing and Lifestyle</u></p> <ul style="list-style-type: none"> • Explain how using technology can distract me from other things I might do or should be doing • Identify times or situations when I might need to limit the amount of time I use technology

- That relationships take time and effort to sustain.
- We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness.

Unit 2 – Family, Friends and Others

- That God loves, embraces, guides and forgives us; He reconciles us with Him and one another.
- The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness.
- That relationships take time and effort to sustain.
- We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness.

Unit 2 – When Things Feel Bad

- Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying
- Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond

Unit 3 – Sharing Online

- To recognise that their increasing independence brings increased responsibility to keep themselves and others safe.
- How to use technology safely
- That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others.
- How to report and get help if they encounter inappropriate materials or messages.

Unit 3 – Chatting Online

- How to use technology safely
- That bad language and bad behaviour are inappropriate
- That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others
- How to report and get help if they encounter inappropriate materials or messages

Unit 4 – Safe in My Body

- To judge well what kind of physical contact is acceptable or unacceptable and how to respond
- About different kinds of abuse, including 'abuse of private parts'
- That there are different people we can trust for help, especially those who care for us, including our teachers and parish priest

Unit 4 – Drugs, Alcohol and Tobacco

- Understand the effect that a range of substances including drugs, alcohol and tobacco can have on the body.

- Suggest strategies to help me limit this time

Self-Image and Identity

- Explain how my online identity can be different to the identity I present in 'real life'
- Knowing this, I can describe the right decisions about how I interact with others and how others perceive me

Copyright and Ownership

- When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it
- I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.

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| <ul style="list-style-type: none">• Know that our bodies are created by God, so we should take care of them and be careful about what we consume. | |
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Year 4 - Summer Term Curriculum

Our Town. Our Story!	
Big Question: What life do we <i>want</i> to live?	
Curriculum Driver Words:	Trust, Care, Change, Common Good, Inspire
Key Texts:	Mill Girl: A Victorian Girl's Diary 1842-1843 by Sue Reid
Genres of Writing:	Poetry, Non-chronological reports, Instructions, Narrative
Enrichment Opportunity:	

Topic Related Subjects
<p>History Topic: The Spirit of Preston's Past Area of Study: A local history study Enquiry Question: <i>What has influenced Preston's 'transformation'?</i></p> <p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> In 1179, Preston was granted a Guild Merchant charter, giving it the status of a market town with a population of around 1500 people. The name 'Preston' is derived from Old English meaning 'Priest's Settlement' or 'Priest's Town'. Preston was in a good position to trade because it is a river-based town and was on the main road between southern and northern England. Further transport links were developed: <ul style="list-style-type: none"> 1771 – stagecoaches ran from Preston to Wigan and Warrington 1792 – a canal was built to Lancaster 1838 – the railway reached Preston for the first time and by 1880, Preston Railway Station was built The first cotton mill in Preston opened in 1777. Some cotton was made in mills but there were also handloom weavers, who made cotton cloth in their own homes. By 1835 the cotton industry dominated Preston and was the largest employer in Preston in the 19th Century. Miller Park and Moor Park were opened in 1864 and 1867 respectively. Trade from docks in Preston flourished in the 19th Century with Edward Dock (we know as 'the docks') being built in 1892. At the time it was the largest single dock in the country. By 1901, the population of Preston was almost 120,000. In 2002 it was given city status as part of Queen Elizabeth II Golden Jubilee. The population of Preston is now approximately 336,000. <p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> Order significant events and dates on a timeline. Describe the main changes in a period in history. <p><u>Events, People and Changes</u></p> <ul style="list-style-type: none"> Use evidence to describe what was important to people from the past. Use evidence to show how the lives of rich and poor people from the past differed. Describe how some of the things studied from the past affect/influence life today <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. Ask questions and find answers about the past. <p><u>Historical Interpretation</u></p> <ul style="list-style-type: none"> Know that people in the past represented events or ideas in a way that persuades others. <p><u>Communication</u></p>

<ul style="list-style-type: none"> Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT 	
Geography Topic: The Spirit of Preston's Past Area of Study: A region of the United Kingdom <i>Enquiry Question: What has influenced Preston's 'transformation'?</i>	
<u>Key Knowledge</u> <ul style="list-style-type: none"> Over time Preston has urbanised and this has changed the land use. The population of Preston is continuing to rise and is now 338,000 (2024). Preston developed because it was in a good position to trade as it is a river-based town near to the River Ribble Trade from docks in Preston flourished in the 19th Century with Edward Dock (we know as 'the docks') being built in 1892. At the time it was the largest single dock in the country The purpose of the docks today has changed and the area is now used more for residential and leisure purposes. One of the main forms of trade in Preston was the cotton industry and this led to the building of terraced houses areas the areas of the mills. Some of the purpose built buildings, such as Tulketh Mill and the former workhouse hospital, are still iconic landmarks in Preston today, however their use is different and many of these buildings have been demolished. People settled in Preston in the 16th and 17th Century due to Preston's strong trade links and the jobs that these provided however these jobs are different to those provided now Preston became a city in 2002 Ordnance Survey maps have been used to map modern day Preston. These can be compared with historical maps of Preston 8 figure compass and 6 figure grid reference help us to identify a location on a map 	
<u>Map Knowledge and Skills</u> <ul style="list-style-type: none"> Follow a route on a large scale map Locate places on a range of maps (variety of scales) Identify features on an aerial photograph, digital or computer map and match position of a photo to a map Begin to use 8 figure compass and four figure grid references to identify features on a map Recognise and use OS map symbols, including completion of a key and understanding why it is important Draw a sketch map from a high viewpoint 	
<u>Fieldwork</u> <ul style="list-style-type: none"> Use observational skills to measure and record the human and physical features in the local area Collecting data from fieldtrips e.g. a tally chart with headings decided by the children, Sketch a simple fieldwork map or plan including descriptive and explanatory labels Use a digital device in the field to record what is seen or heard and consider the usefulness of the evidence it provides 	
<u>Communication</u> <ul style="list-style-type: none"> Express opinions and personal views about what they like and don't like in relation to geographical features e.g. new houses being built on a field 	
<u>Enquiry</u> <ul style="list-style-type: none"> Explore how a locality has changed over time with reference to human and/or physical features 	
Science Topic: The Story of Food	
Area of Study: Animals, including humans (teeth and digestion) <i>Enquiry Question: What is the journey of food through our body?</i>	Area of Study: Animals, including humans (food chains) <i>Enquiry Question: What is the cycle of food in a food chain?</i>
<u>Key Knowledge</u> <ul style="list-style-type: none"> Food enters the body through the mouth Digestion starts when the teeth start to break the food down Saliva is added and the tongue rolls the food into a ball The food is swallowed and passes down the oesophagus to the stomach, where the food is broken down further 	<u>Key Knowledge</u> <ul style="list-style-type: none"> Eating food is how animals, including humans, get their energy A food chain shows how living things get their energy by eating plants or other animals Some animals will only feed on plants while others will eat other animals A food chain is a sequence showing how animals are linked by what they eat

<ul style="list-style-type: none"> • The food passes into the small intestine where nutrients are removed from the food and leave the digestive system to be used elsewhere in the body • The rest of the food then passes into the large intestine, where water is removed for use elsewhere • What is left is then stored in the rectum until it leaves the body via the anus when you go to the toilet • Humans have 4 types of teeth: incisors – used for cutting; canines – used for tearing; molars and premolars – used for grinding and chewing food 	<ul style="list-style-type: none"> • It shows how energy is transferred within a habitat • A food chain starts with plant life and ends with an animal • Living things can be classified (grouped) as producers, predators and prey according to their place in the food chain
<u>Animals, including humans</u> <ul style="list-style-type: none"> • Describe the simple functions of the basic parts of the digestive system in humans • Identify the different types of teeth in humans and their simple functions 	<u>Animals, including humans</u> <ul style="list-style-type: none"> • Construct and interpret a variety of food chains, identifying producers, predators and prey

Art

Topic: Preston through the Ages: Painting our Past

Area of Study: Painting

Enquiry Question: How can a painting tell a story from the past?

Key Knowledge

- L.S Lowry was a Lancashire-born artist who painted scenes of everyday working life in industrial towns. His artwork shows what life was like in Northern towns during the Industrial Revolution.
- Lowry's style included simple 'matchstick' people, crowded scenes, industrial landscapes and smoky skies.
- Artists use a variety of techniques to convey emotions through art, including:
 - Colour
 - Brush strokes
 - Composition
 - Symbolism
 - Size
- When painting with watercolours, it's generally recommended to start with light colours and work towards darker ones. This is because light colours won't show through if they're covered by darker colours and it is difficult to make a watercolour painting lighter once it's been painted.
- An underdrawing is a preliminary drawing before painting which helps to establish the subject and composition of the final piece.

Exploring and Developing Ideas

- Create sketch books to record their observations and use them to review and revisit ideas
- Select and record from first-hand observation, experience and imagination and explore ideas for different purposes
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures

Evaluating and Developing Work

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them

Drawing

- Develop techniques to create intricate patterns, marks and lines using a growing range of media.
- Use these techniques to develop texture and tone.
- Organise line, tone, shape and colour to represent figures and forms in movement.
- Show reflections.

Painting

- Confidently control types of marks made.
- Experiment with different effects and textures, including those learnt previously.
- Begin to choose appropriate media to work with.
- Use light and dark within painting and show understanding of complimentary colours.
- Create all the colours they need through mixing.
- Mix colour, tints and shades with increasing confidence.
- Start to look at working in the style of a selected artist.

DT

Topic: Cooking with Preston's Seasonal Harvest

Area of Study: Cooking and nutrition

Enquiry Question: How can we use seasonal, local foods to create tasty and healthy meals?

Key Knowledge

- Preston has a long history of markets, farming, and food production, providing local and seasonal ingredients that have shaped the city's cooking traditions.
- Our food has to be grown, reared or caught. The food is then processed in different ways.
 - Growing food – food is grown in an environment where light, food (soil) and water are available to them.
 - Rearing food – different breeds of animals are reared for their meat. Dairy products and eggs also come from reared animals.
 - Catching food – most of the fish we eat is caught from seas or rivers. Game can also be caught in the wild or farmed.
- Preparing processes are the different ways we get food ready to be eaten. They include slicing, mixing, weighing/ measuring, grating, serving and adding/substituting.
- Cooking processes are different ways that we heat food before it is eaten. They include; baking, boiling, frying, grilling, griddling, steaming, boiling and poaching.
- In order to avoid cross-contamination when preparing food, we should use different chopping boards for foods from different food groups. Raw/unwashed food should be kept separate from ready to eat food.

Technical Knowledge and Skills

- Continue to use an increasingly appropriate technical vocabulary for tools, materials and their properties

Cooking and Nutrition

- Make healthy eating choices – use the Eatwell Plate
- Understand seasonality
- Know where and how ingredients are reared and caught
- Prepare and cook using different cooking techniques

Design

- Record a plan by drawing using annotated sketches

Make

- Select from different techniques for different parts of the process

Evaluate

- Draw/sketch existing products in order to analyse and understand how products are made
- Identify the strengths and weaknesses of their design ideas in relation to purpose/user
- Consider and explain how the finished product could be improved
- Investigate key events and individuals in design and technology

Discrete Subjects

RE

To the Ends of the Earth

Key Knowledge

- Pentecost was borne from the Jewish festival of Shavuot.
- The Eucharist has links with the Exodus when the Israelites received bread from heaven.
- The emerging church gathered and broke bread.
- The offertory is the bringing of bread and wine to the table.
- The Holy Spirit comes upon the gifts to make them holy-becoming the body and blood of Christ.
- After the consecration the people kneel as a sign of respect.
- Going to Mass means we receive spiritual food.
- Liturgy of the Eucharist means thanksgiving.
- The Eucharist is kept sacred in the Tabernacle.

- Explore Acts 2 from Pentecost to the actions of the early community in the breaking of the Bread. (EoE 4.1)
- Give reasons for actions and symbols used in the Mass and make links between beliefs and actions. (EoE 4.2)
- Describe with increasing detail and accuracy, the prayers, religious signs and actions of the Mass, focusing on the Liturgy of the Eucharist. (EoE 4.3)
- Recognise that the Church teaches that the Eucharist is the meeting point where God gives himself to Communicants as food; they receive the Body of Christ and become ever more united in his Body the Church. (EoE 4.4)
- Make links between Exodus (12:1-8, 15-20, 13:3) and the account of the Last Supper in Luke (22:14-23) and what happens at Mass. (EoE 4.5)
- Describe how Jesus showed his love at the Last Supper and how he shares this love when people celebrate their first Eucharist (First Holy Communion). (EoE 4.6)
- Make links between the story of the Last Supper and the Mass, giving reasons for these links. (EoE 4.7)

Dialogue and Encounter

Key Knowledge

- To know that Paul persecuted Christians but converted to Christianity.
- To understand the importance of the Road to Damascus story.
- To be able to describe how Paul changed after his encounter with Christ.
- To know that Paul wrote letters to people in other countries (Corinth, Ephesus, Rome) telling them about the importance of love and unity.
- To know how different Christian communities work together-Churches Together-(our sharing of faith with Broughton).
- To know and understand the significance of five pillars of Islam: Shahada (faith), Salah (prayer), Zakat (almsgiving), Sawm (fasting), and Hajj (pilgrimage).
- To know how Salah connects Muslims to their community.
- To know that during Ramadan, the community fasts and are united during this time.
- To know that the interfaith group Building Bridges aims to bring faiths together for the good of the community.

- Explore St. Paul's conversion on the road to Damascus
- Reflect on how Paul's life and mission can be a model for dialogue
- Explore some of St. Paul's letters, focusing on his teachings about love and unity
- Understand St. Paul's role in spreading Christianity across cultures
- Explore St. Paul's missionary journeys and how they contributed to the spread of Christianity
- Recognise the diversity of Christian communities and the universal nature of the Church
- Know the five pillars of Islam and how they shape the lives of Muslims
- Explore how the Five Pillars guide Islamic beliefs and practices
- Explain how Muslims in the UK live out their faith through the Five Pillars
- Understand some of the practices that Muslims in the UK engage in today
- Reflect on how Christians and Muslims can work together for the common good
- Recognise the importance of interreligious dialogue and mutual respect

PE

Key Knowledge

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<ul style="list-style-type: none"> choose different running styles for different distances <i>e.g. jogging style vs sprinting style</i> perform combinations of jumps <i>e.g. hop, step, jump</i> <p>explore different styles of throwing <i>e.g. pull throw, push throw, sling throw</i></p>	
Music WCIT Lancashire Hub – Ukulele	
Computing	
Photo Editing	Repetition in Games
<u>Key Knowledge</u>	<u>Key Knowledge</u>
<u>Computing Skills</u> <ul style="list-style-type: none"> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 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, including collecting, analysing, evaluating and presenting data and information Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact <u>Creating Media</u> <ul style="list-style-type: none"> Recognise how text and images convey information Recognise that text and layout can be edited Choose appropriate page settings Add content to a desktop publishing publication Consider how different layouts can suit different purposes Consider the benefits of desktop publishing 	<u>Computing Skills</u> <ul style="list-style-type: none"> 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 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, including collecting, analysing, evaluating and presenting data and information <u>Programming</u> <ul style="list-style-type: none"> Develop the use of count-controlled loops in a different programming environment Explain that in programming there are infinite loops and count controlled loops Develop a design that includes two or more loops which run at the same time Modify an infinite loop in a given program Design a project that includes repetition Create a project that includes repetition
MFL - French	
Unit H: The Body	Unit I: Sport
<u>New Language Content</u> <ul style="list-style-type: none"> Naming parts of the face Saying basic verbs in the first person Saying that something hurts Naming fairy tale characters Saying traditional fairy tale locations <u>Listening</u> <ul style="list-style-type: none"> Identify the gender of a noun from its article in spoken French <u>Speaking</u> <ul style="list-style-type: none"> Recite a simple finger rhyme or song from memory Use the correct article most of the time to match the gender of the noun Describe things using simple adjectives <u>Reading</u> <ul style="list-style-type: none"> Identify the gender of a French noun from its article Recognise subject pronouns such as 'je', 'tu', 'il' and 'elle' <u>Writing</u>	<u>New Language Content</u> <ul style="list-style-type: none"> Talking about the sports they play Expressing likes Detailed vocabulary for football and tennis matches The use of the verb "savoir" <u>Listening</u> <ul style="list-style-type: none"> Identify the gender of a noun from its article in spoken French <u>Speaking</u> <ul style="list-style-type: none"> Ask for simple opinions, and give own, e.g. Likes and dislikes Say a few sentences about the things they do, e.g. Daily routine or hobbies, including simple likes and dislikes <u>Reading</u> <ul style="list-style-type: none"> Use a bilingual dictionary to look up the meaning in English of unfamiliar words in French Use a bilingual dictionary to find the French translation of English words

<ul style="list-style-type: none"> Use the correct article most of the time to match the gender of the noun 	<ul style="list-style-type: none"> Recognise common sentence and word order patterns in French <p><u>Writing</u></p> <ul style="list-style-type: none"> Express opinions using simple sentences Use a model to write sentences in the first person Write the correct form of some common verbs in the first person present tense, e.g. 'je suis'
PSHE	
RHE – Created to Live in Community	Project Evolve
<p><u>Unit 1 – A Community of Love</u></p> <ul style="list-style-type: none"> God is love as shown by the Holy Trinity – a communion of persons supporting each other in their self-giving relationship. The human family reflects the Holy Trinity in mutual charity and generosity. We are made in the image of God, which means we are made to love God and others, and be loved by God and others. <p><u>Unit 1 – What is the Church?</u></p> <ul style="list-style-type: none"> The human family reflects the Holy Trinity in charity and generosity The Church family comprises of home, school and parish (which is part of the diocese) <p><u>Unit 2 – How do I Love Others?</u></p> <ul style="list-style-type: none"> The human family reflects the Holy Trinity in charity and generosity The Church family comprises of home, school and parish (which is part of the diocese) 	<p><u>Privacy and Security</u></p> <ul style="list-style-type: none"> Explain what a strong password is Describe strategies for keeping my personal information private, depending on context Explain that others online can pretend to be me or other people, including my friends Suggest reasons why they might do this Explain how internet use can be monitored <p><u>Managing Online Information</u></p> <ul style="list-style-type: none"> Analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact' Describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites) Describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online Explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people Explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true