



Norton Hill
Primary School

Mr Frost (Leopard) & Miss Hammouda (Jaguar)

Year 4

Curriculum Topic Web

Term 1



WELCOME to year 4!

First and foremost, we would like to extend a warm welcome to the pupils and parents/carers of Year 4. We hope pupils have enjoyed settling back into school life and are ready for the year ahead.

We had an enjoyable first week back as part of "Wellbeing Week" and we hope pupils are ready to dive into the Term 1 curriculum.

The following presentation includes information on the topics, knowledge and skills covered by the Year 4 curriculum and how parents can support learning at home.

Miss Hammouda (Jaguars)
Mr Frost (Leopards)

Welcome to Year 4

Home Learning/ Supporting at Home:
Each week, pupils will have 'Home Learning Books' sent home on Wednesday.

These will contain:

- 1 x Maths home learning assignment
- 1 x English home learning assignment
- Weekly spelling lists (6-8 spellings)

We ask that pupils complete the assignments and hand them in for the following Tuesday. This allows teaching staff to look over the completed assignments and support pupils where needed.

Spellings will be tested each Wednesday.

Pupils have their reading books and diaries based on their reading level. We encourage parents to read with pupils as much as possible, as the benefits of reading across all areas of learning are significant. Reading diaries will be checked each week and books changed on a weekly basis where necessary. Please ensure that when your child reads with an adult at home, this is signed in the reading record.



Leopard
Class

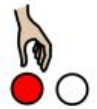


Jaguar Class

Supplementary Learning:
Pupils have logins for both
Doodle Maths and Times Table
Rockstars

These are fantastic additional
optional resources for pupils to
support their learning in Maths.



-  arrive
-  decide
-  describe
-  imagine
-  increase
-  notice
-  promise
-  suppose

Each week pupils will be assigned a spelling list to learn for the following week (6-8 spellings). Spellings will be assessed each week on a Wednesday.

The focus of Term 1 is to secure spelling of the Y1/Y2 common exception words and the Y3/Y4 statutory spellings. These are words that pupils will use frequently across their writing.

More information on NHP spelling scheme will be communicated in Term 2.

- Look 
- Say 
- Cover 
- Write 
- Check 

Supporting at Home:
 Look, Say, Cover, Write, Check is an effective method for learning spellings by wrote.
 Regularly practicing and testing spellings with your child each week will help them to secure spellings of these words.

T1 Spelling Progression

Common exception words for Year 2

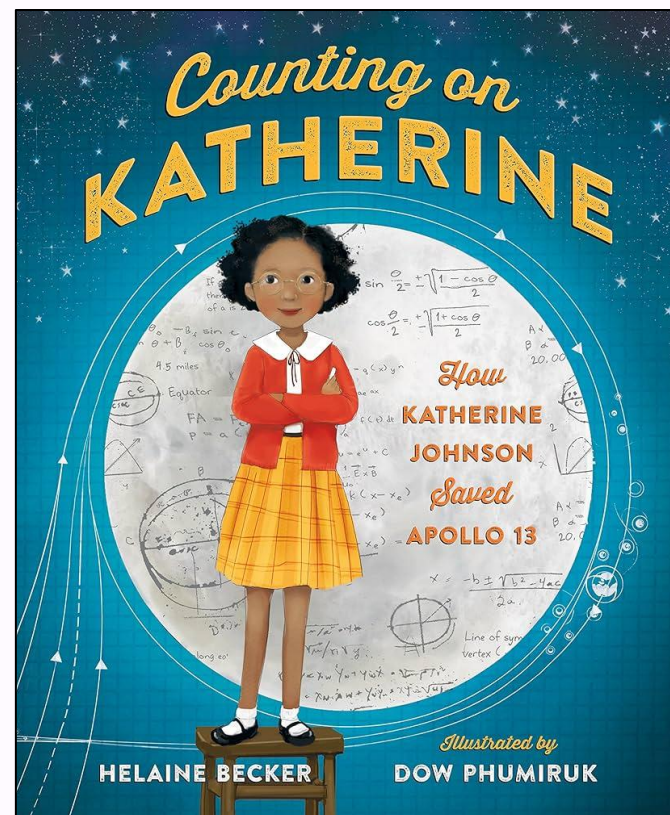
Here are some common exception words – words that are spelled without using the normal spelling rules – that children in England are expected to be able to spell by the end of Year 2 (age 7).

door	everybody	improve
floor	even	sure
poor	great	sugar
because	break	eye
find	steak	could
kind	pretty	should
mind	beautiful	would
behind	after	who
child	fast	whole
children	last	any
wild	past	many
climb	father	clothes
most	class	busy
only	grass	people
both	pass	water
old	plant	again
cold	path	half
gold	bath	money
hold	hour	Mr
told	move	Mrs
every	prove	parents

Spelling word list for Year 3 and Year 4

100 words that children in England are expected to be able to spell by the end of Year 4 (age 9). How many can you spell?

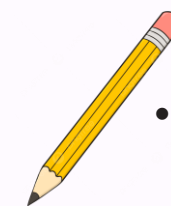
accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess(ion)	various
different	increase	possible	weight
difficult	important	potatoes	woman/women



T1 English: Writing

Reading comprehension covered:

- Use dictionaries to check the meaning of words in context
- Identify themes and conventions
- Ask questions to improve understanding of a text
- Draw character inferences from their actions
- Predict from details stated and implied
- Identify how language, structure and presentation contribute to meaning
- Identify main ideas drawn from multiple paragraphs and summarise
- Retrieve and record information from non-fiction
- Participate in discussions about books



Writing skills within this unit:

- Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases
- Use fronted adverbials with commas
- Use paragraphs to organise information and ideas around a theme
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

Writing outcome:

To write a fact file about Katherine Johnson, including a short biography.

Key Vocabulary:

Developing Vocabulary:

believe	interest	grave	agency
century	knowledge	peril	spaceship
consider	learn	astronaut	destination
different	popular	mission	energy
difficult	possible	project	design
earth	question	explosion	orbit
eight	remember	feat	flight path
famous	separate	celebrate	fuel
favourite	special	research	slingshot
history	strength	mathematician	gravity
important	woman/women	universe	



- The Space Race
- Racial segregation
- Role play (drama)



Katherine Johnson (1918-2020)

Katherine Johnson was an American mathematician who worked for NASA. She was a pioneer whose calculations were vital for the 1969 Moon landing.

Early Life and Education

Johnson was born in the United States in 1918. She became fascinated by numbers and was a gifted student.

Johnson was ready for high school at 10 years old. However, due to **racial discrimination**, her town did not have high schools for Black children. The family had to move away for Johnson to keep learning.

Aged 15, Johnson started university. She graduated with a double degree in French and Mathematics when she was 18!

Career

Johnson's first job was teaching Black students. She then began studying again but left to raise a family.

In 1953, Johnson started working for NASA in a separate team for Black women. She worked there for 33 years before retiring in 1986.

Contributions to Space Exploration

Johnson's calculations made possible the first US:

- human space flight (1961);
- human in orbit (1962);
- Moon landing (1969).

Legacy

In 2015, President Barack Obama presented Johnson with the Presidential Medal of Freedom: the highest honour available to non-military people in the US.

A book (later made into a film) about Johnson and her fellow mathematicians, 'Hidden Figures', was published in 2016.

Fascinating Fact

When Johnson began working at NASA, electronic calculators had not been invented yet. Johnson made all of her calculations without them; she was like a human computer!

Glossary

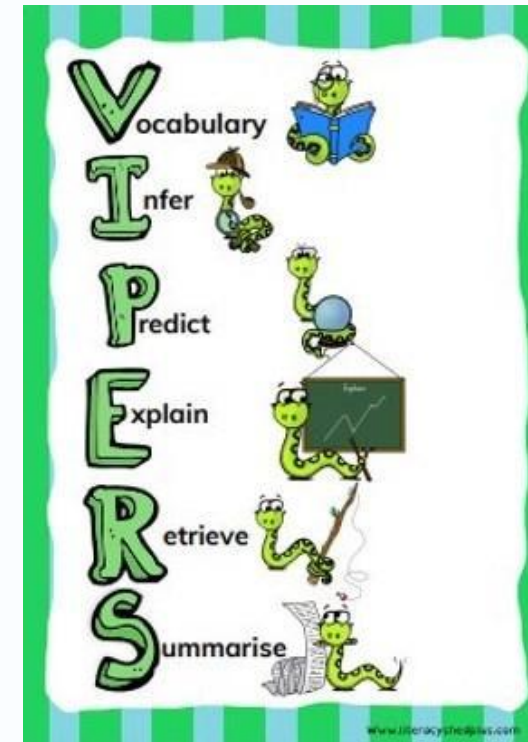
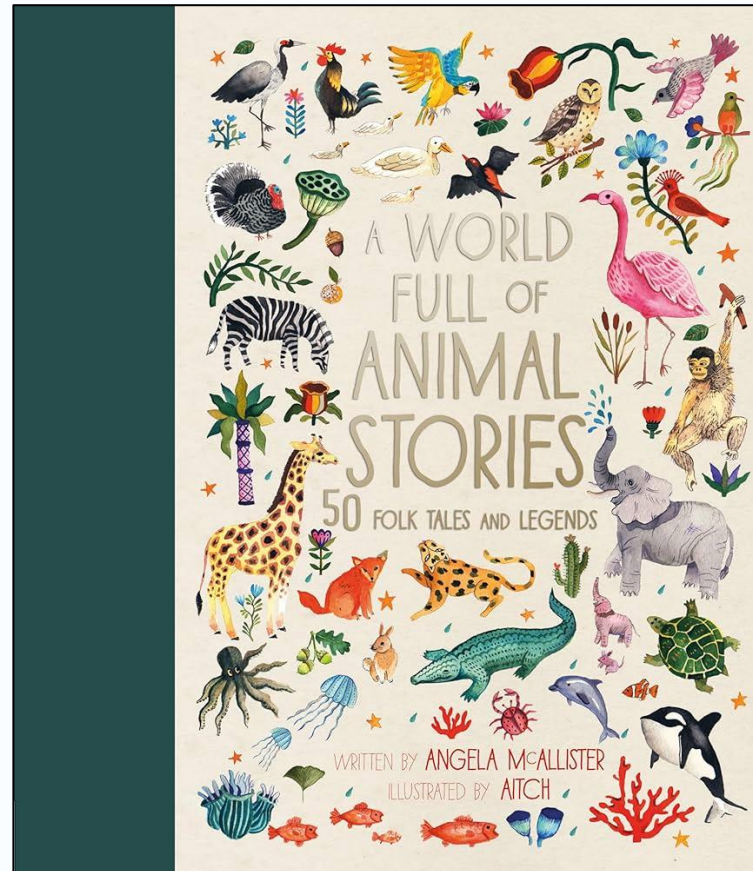
racial discrimination: When people are treated differently or unfavourably based on their race or the colour of their skin.

T1 English: Reading

A World Full of Animal Stories offers engaging fables and folklore that help Year 4 readers develop key literacy skills.

Through animal characters and moral lessons, students explore plot structure, character development, and themes like kindness and bravery.

The stories promote vocabulary growth, comprehension, and critical thinking, making it a great tool for enhancing reading skills and sparking curiosity.



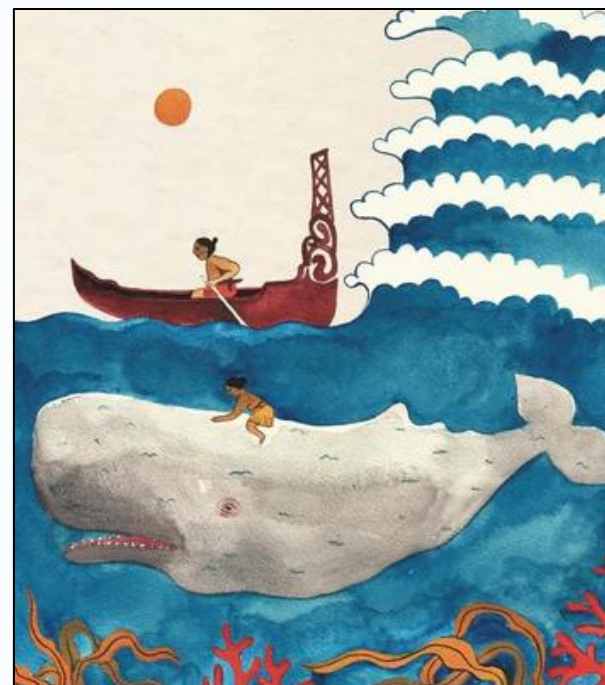
Through reading A World Full of Animal Stories both as a class and independently, the following skills are practised: VIPERS

Strategies to support with reading fluency

- **Teacher-led:** read aloud to model fluency while pupils follow the text
- **Choral:** teacher read aloud to model fluency while pupils read aloud alongside
- **Echo:** teacher read aloud a small section of text and pupils echo the same section
- **Paired:** pupils read to each other alternating sentences, paragraphs or sections
- **Individual at speed:** pupils practise reading a section of text in an allocated time to improve fluency; repeat and beat their previous time
- **Repeated (1:1):** pupil reads aloud a section of text – adult gives feedback, and the pupil tries it again, repeat until 99% accurate with appropriate fluency
- **Silent:** pupils read the text silently at their own pace

As well as the necessary skills to read and comprehend a text, we will also have a mastery focus on:

- Retrieve and record information from non-fiction
- Use dictionaries to check the meaning of words that they have read
- Ask questions to improve understanding
- Identify main ideas drawn from more than one paragraph and summarise
- Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence
- Identify themes and conventions in a wide range texts
- Identify how language, structure and presentation contribute to meaning
- Discuss words and phrases that capture the reader's interest and imagination

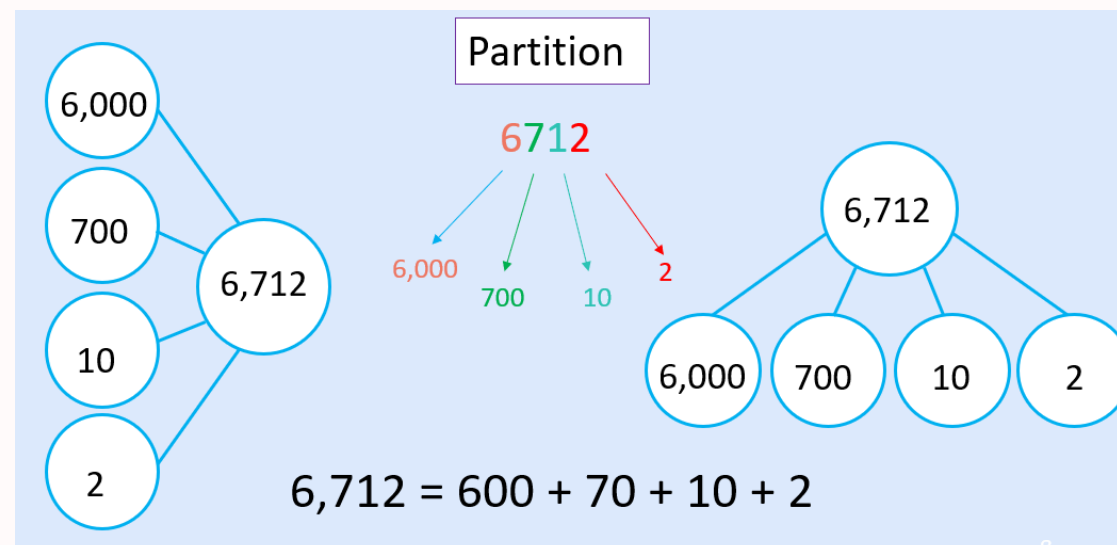
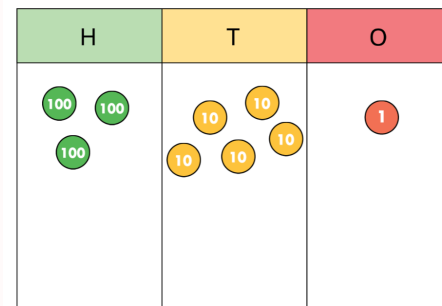
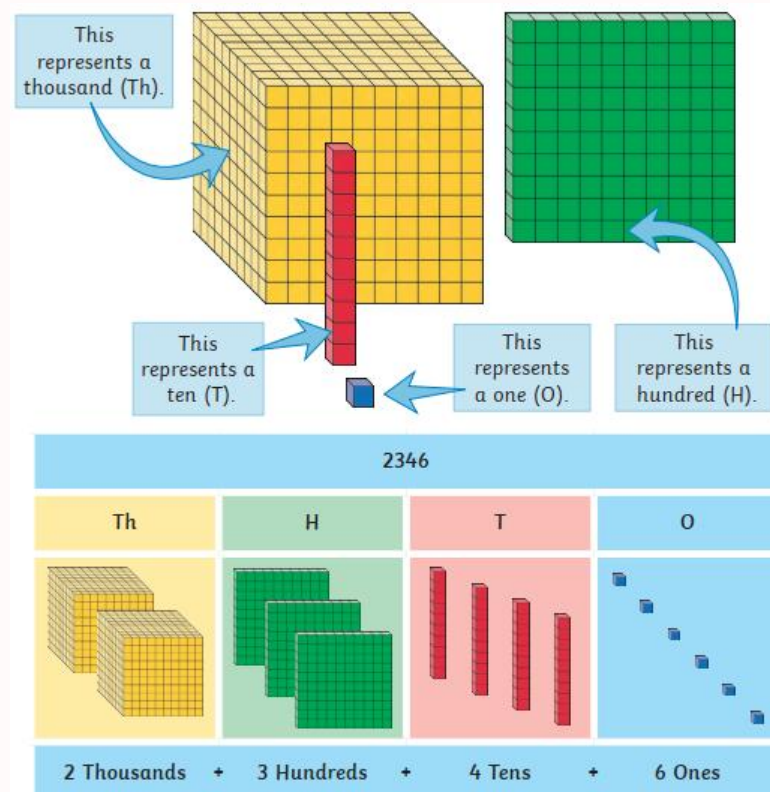


Place Value:

Place value is the value of each digit in a number, determined by its position within that number.

Throughout Term 1, pupils will be securing the fundamentals of Place Value, including the following objectives:

- Represent numbers up to 10,000
- Partition numbers up to 10,000
 - Number lines to 10,000
- Flexible partitioning of numbers to 10,000
 - Find 1, 10, 100, 1,000 more or less
 - Estimate on a number line to 10,000
 - Order and compare numbers to 10,000
 - Roman numerals
- Round to the nearest 10, 100, 1,000 and 10,000



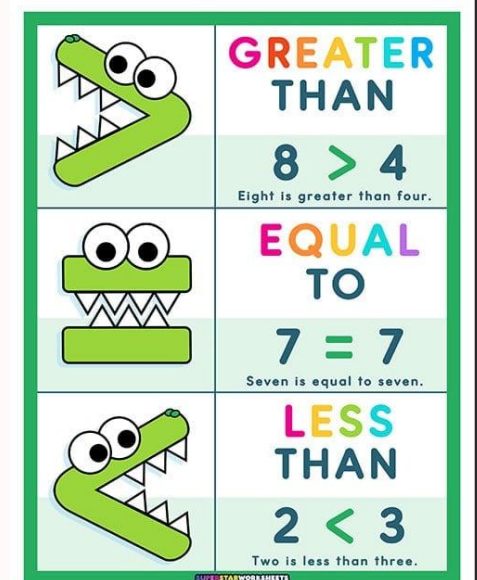
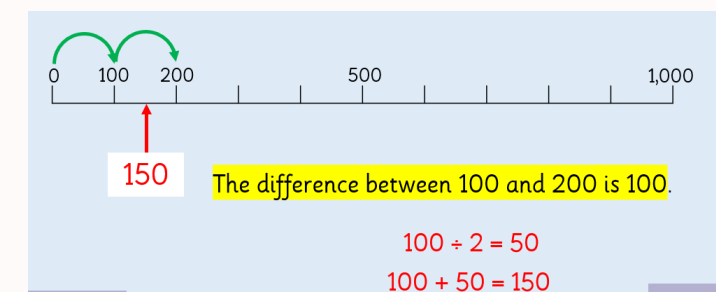
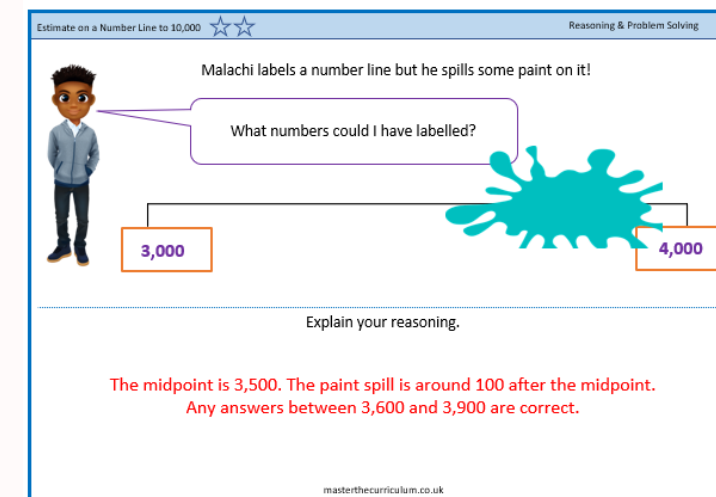
T1 Mathematics: Place Value

Problem Solving and Reasoning:

As part of our approach to Maths, we aim for pupils to be fluent with key concepts. There are also regular problem solving and reasoning challenges to develop a deeper understanding of the concepts.

1	I	11	XI	200	CC
2	II	20	XX	300	CCC
3	III	30	XXX	400	CD
4	IV	40	XL	500	D
5	V	50	L	600	DC
6	VI	60	LX	700	DCC
7	VII	70	LXX	800	DCCC
8	VIII	80	LXXX	900	CM
9	IX	90	XC	1000	M
10	X	100	C	1001	MI

I	V	X	L	C	D	M
1	5	10	50	100	500	1000



Place Value Ones Tens Hundreds

Thousands Placeholder Represent

Partition Base 10 Place Value Counters

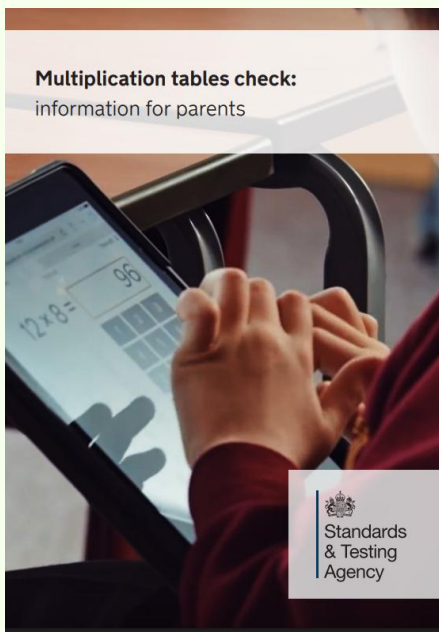
Part Whole Model Gattegno chart

Overview of the Multiplication Tables Check (MTC)

The multiplication tables check (MTC) is statutory for all year 4 pupils in England.

The purpose of the MTC is to determine whether pupils can recall their times tables fluently up to 12, through a set of 25 timed questions. This skill is essential for future success in mathematics, and the check will help schools identify pupils who have not yet mastered this and provide additional support.

In 2026, schools must administer the MTC in the 2-week period commencing Monday 7th June 2027.



Information for Parents
An information document for parents from the DfE can be found by following the link below:

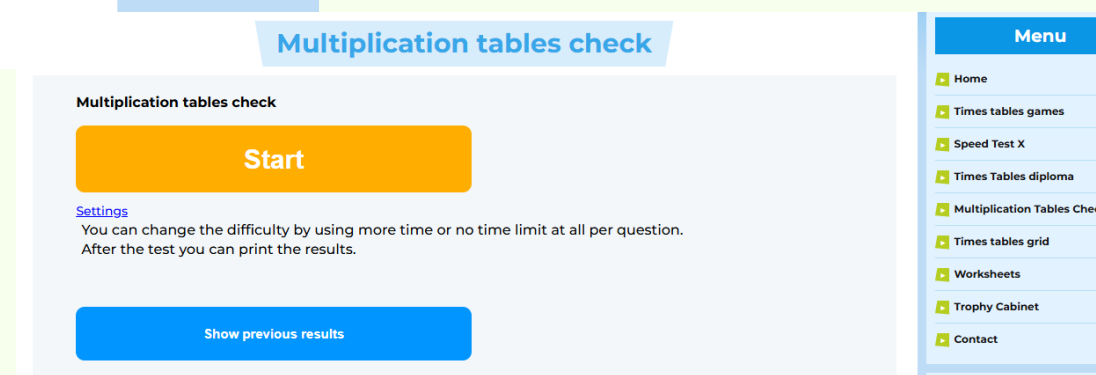
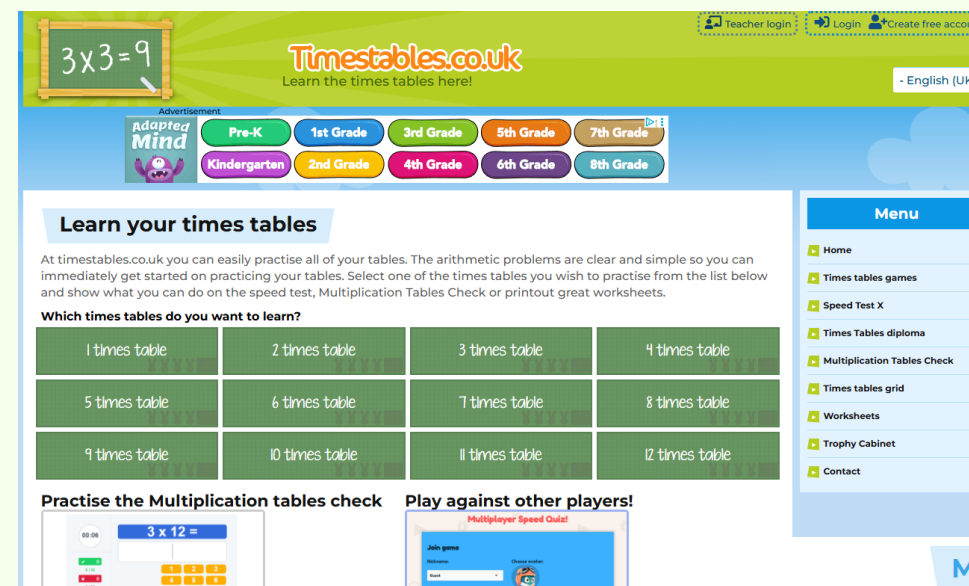
<https://www.gov.uk/government/publications/multiplication-tables-check-information-for-parents>

Year 4 Multiplication Check

How can you help at home:?

Pupils will now have a Times Tables Rock Stars login sent home with them. Another useful website for learning times tables is also timestables.co.uk. On these websites, there is a replica MTC trial run. This will help pupils to familiarise themselves with the assessment, so that it becomes second nature. The Soundcheck facility on TTRS is particularly useful for practicing conditions replicating the assessment.

A good way to prepare is to start early and build a daily routine practising the times tables. With regular practise pupils will learn all the questions and gain confidence. We suggest practising 10 to 15 minutes a day for optimal results and the website has a variety of games and activities to support with this.



T1 Science: States of Matter



Big ideas

01

There is a relationship between how things are (structure) and the way things work (function).

02

Living and non-living things can be grouped in a variety of ways.

04

Everything on Earth exists in one of three states: solid, liquid, gas and the state of matter can change.

09

Energy makes things happen and can be seen by its effects; it can be transferred (but is not used up).

Through this project, pupils will be taught about solids, liquids and gases and their characteristic properties. They observe how materials change state as they are heated and cooled, and learn key terminology associated with these processes.

Building component knowledge
States of matter

How many states of matter are there?

Can temperature change the state of an object?

Can all liquids be frozen to become solids?

What are the stages of the water cycle?

Does temperature/ location affect rates of evaporation?



Vocabulary

Tier 2

Melt, temperature, freeze.

Tier 3

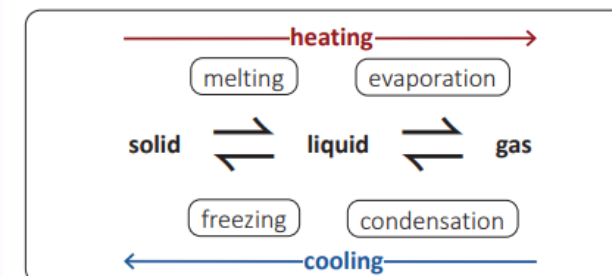
States of matter, solid, liquid, gas, matter, mass, volume, particles, properties, water vapour, melting point, freezing point, condensation, evaporation, water cycle, precipitation.

Disciplinary (non-statutory)

Analyse, bar chart, chart, classify, comparative test, conclusion, data, data logger, diagram, display, enquiry, equipment, evidence, explain, fair test, findings, gather, group, identify, key, measurement, note, observe, pattern, predict, present, process, question, record, relationship, results, secondary source, similarity, sort, standard unit, systematic, table, thermometer, value.

Changing state

Materials can exist as solids, liquids or gases. However, some materials change state when heat is added or removed. The processes involved in changing state are melting, freezing, evaporation and condensation. These changes are reversible.



Properties of solids



- Solids can be held.
- They keep their shape and do not flow.
- They always take up the same amount of space.
- They cannot be compressed.

Examples



Properties of liquids



- Liquids cannot be held easily.
- They flow and can be poured.
- They take the shape of the container they are in.
- They cannot be compressed.

Examples



Properties of gases



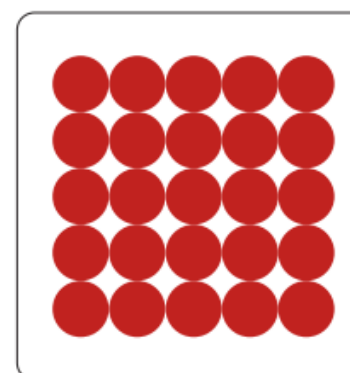
- Gases cannot be held.
- They have no fixed shape and fill the available space in the container.
- They can be compressed.
- They are normally invisible.

Examples



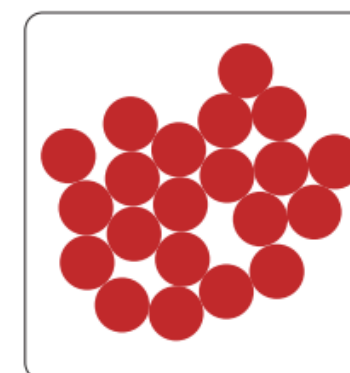
Particle theory

All matter is made from tiny particles. Particles are single pieces of matter that are too small to be seen. The arrangement of particles in solids, liquids and gases explains their different properties.



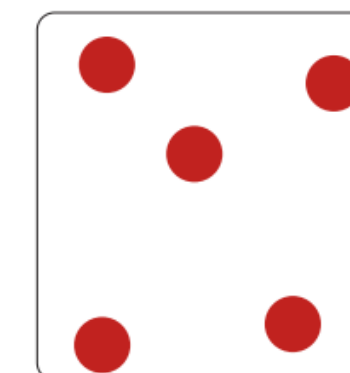
In a **solid**, the particles are close together, arranged in a regular pattern and cannot move around each other.

This arrangement means that solids keep their shape, always take up the same amount of space and cannot be compressed.



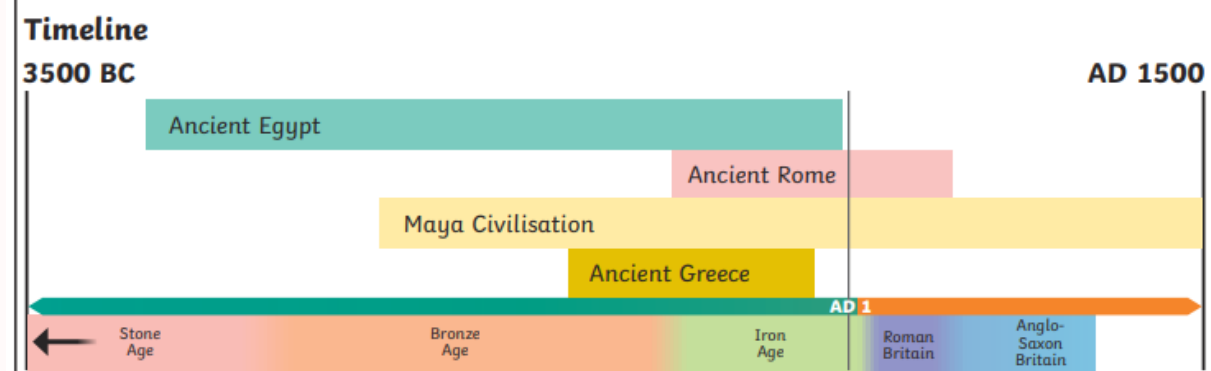
In a **liquid**, the particles are close together but arranged randomly, which means they can move around each other.

This arrangement means that liquids can flow, take the shape of the container and cannot be compressed.



In a **gas**, the particles are far apart, randomly arranged and can freely move.

This arrangement means that gases have no fixed shape, fill any container and can be compressed.



Ancient Greek lands were made up of the Greek mainland, surrounding islands and Greek colonies across the Mediterranean Sea. Ancient Greece was almost entirely surrounded by sea, and the mountains on the mainland made travelling by land difficult.



Significant periods of Greek history

Ancient Greek history can be divided into seven main periods or civilisations: Neolithic, Minoan civilisation, Mycenaean civilisation, Dark Age, Archaic period, Classical period and Hellenistic period. Greece is often referred to as the birthplace of Western civilisation because of the advances that its people made in politics, science, mathematics, philosophy, literature and art.

T1 History: The Ancient Greeks

Timeline

c6000–c3000 BC	People start to farm and make produce in Neolithic Greece.
c3000–c1100 BC	The Minoan civilisation exists on the island of Crete.
c1600–c1100 BC	The Mycenaean civilisation exists on the Greek mainland.
c1450 BC	The Mycenaeans take control of Crete.
c1100–c800 BC	Greek cities are destroyed or abandoned during the Greek Dark Age.
c800–c500 BC	Greece develops quickly and city states are founded in the Archaic period.
776 BC	The first Olympic Games are held in Olympia.
c507 BC	Cleisthenes introduces the world's first known democratic system to Athens.
c500	The Classical period begins.
356 BC	Alexander the Great is born.
323 BC	Alexander the Great dies and the Classical period ends.
323–30 BC	Greece becomes divided during the Hellenistic period.
30 BC	Ancient Greece is conquered by the Romans.

City states

During the Classical period, ancient Greece was a collection of city states, rather than one united country. Each city state, known as a *polis*, included a city and its surrounding villages, farms and land. Each city state had its own government and hierarchy, although they spoke the same language and followed the same religion. The design of each city was also similar. They all had a connection to the sea for trade and transport, outer walls for protection, a variety of buildings inside the city walls and an acropolis built on a hill. Despite similarities and trade links between the city states, they were often at war with each other in a bid to gain power and land.

Get ready to step back in time and discover the fascinating world of the Ancient Greeks! In this topic, we will explore what life was like in Ancient Greece and find out about its cities, people, homes, food and clothing. We will discover the famous myths and legends of the Greek gods and goddesses, investigate the Olympic Games and learn about the powerful city-states of Athens and Sparta. We will also explore the incredible achievements of the Ancient Greeks and discover how their ideas have influenced the world we live in today.

Ancient Greek Gods and Goddesses

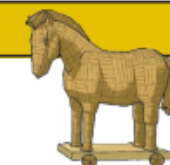
The **ancient** Greeks believed in many different gods and goddesses. Each god/goddess represented a certain aspect of humanity and each was responsible for certain parts of life too.

- Festivals were held to celebrate the gods and goddesses.
- It is believed that the 12 most powerful gods lived on Mount Olympus.
- Zeus was the most powerful of all the gods. He was god of the sky and the king of Mount Olympus.



Myths

The Trojan War is a very famous **ancient** Greek **myth**.



- Many people believe that it is a **myth** but that there is some historical truth behind it.
- The Trojan War was between the Greek and the Trojan Armies.
- In the story, the Greeks pretended to surrender, leaving a gift of a giant horse for the Trojans. The gift was brought inside the city walls. During the night, Greek soldiers hiding inside the horse let the Greek army inside Troy's walls and the city was destroyed.

Significant people

Ancient Greece is known for its many great thinkers, including philosophers, political leaders, scientists, mathematicians, historians and writers.

Pythagoras (c580–c500 BC) was a philosopher and mathematician. He developed a method to help people to calculate the longest side of a right-angled triangle.

Cleisthenes (c570–c508 BC) was a political leader in Athens. He developed the first democratic system.

Pericles (c495–429 BC) was a political leader in Athens. He ordered the construction of the Acropolis and Parthenon.

Socrates (c470–c399 BC) was a great philosopher. He used questions to help people to examine their knowledge and beliefs.

Hippocrates (c460–c375 BC) was a doctor. He carried out medical research and became known as the ‘father of medicine’.

Plato (c427–c347 BC) was a philosopher and student of Socrates. He founded the first university in Athens.

Alexander the Great (356–323 BC) was a military leader. He expanded Greece’s territory to create the ancient world’s largest empire.



Aerial view of the Acropolis

Alexander the Great’s Empire

Independent **city states** existed for most of the **ancient** Greek period. However, towards the end of this period, King Philip II of Macedonia ruled over all of **ancient** Greece. Following his death, his son, Alexander the Great, took over the **empire** along with other lands that he conquered. After Alexander the Great died, the Romans slowly took over parts of the **empire**.



Lasting legacies

Democracy

The world’s first democratic system was created in Athens in the fifth century BC. The system was designed to give the Athenian people a say over how their city was run. Today’s democratic systems, although different from Athens’, follow the same principles and allow ordinary citizens to have a say in how their country is governed.



Philosophy and mathematics

Socrates, Plato and Aristotle were some of the greatest philosophers of their time, and their ideas are still influential today. Socrates’ method of questioning and discussion, known as the ‘Socratic method’, is still used in schools and universities. The ancient Greeks also made hugely significant advances in mathematics and the ideas of mathematicians, such as Pythagoras and Archimedes, are still relevant today.



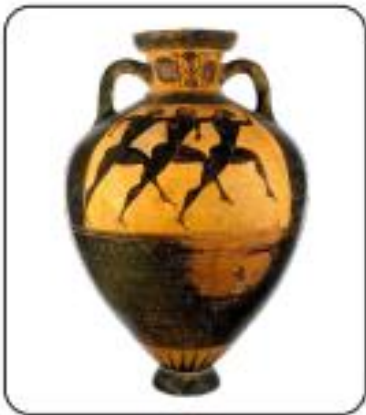
T1 History: The Ancient Greeks

Family life and social class

In ancient Greece, class and gender determined the roles people could play in society and at home. Only male citizens were allowed to vote and make decisions. Below them in society came men called *metics*, who were not citizens and lastly, slaves. Men worked as politicians, landowners, artists, architects, sculptors, scientists and scholars. Women were expected to run the home, bring up the children, supervise the slaves and make clothing. They were not allowed to own land, vote or take part in politics.

Olympic Games

The Olympic Games were invented in ancient Greece. It was one of the greatest sporting and religious festivals of its time and drew in competitors and spectators from all parts of Greece. Today’s Olympic Games share some of the same core values of excellence, respect and friendship that underpinned the original Olympic Games.



Arts and culture

Theatre was an important tradition in ancient Greece. Over 40 plays have survived from the Classical period. Poetry was another source of entertainment and education. Epic Greek poems have provided information about historical and mythological events. Sculpture was an important part of ancient Greek art and their method of painting designs onto pottery was also distinct and inspired many other civilisations.



The Spartans and the Athenians



Much of what we see of the Spartans on television and in films is based on **myth** and does not present the Spartans accurately. The Spartans were known for their strong army and ability to fight. In childhood, boys were trained to be warriors. Girls were taught academic subjects and how to fight. The Athenians were known for their cultural developments and learning. Girls did not go to school but many were taught how to look after the home and family.

Glossary

acropolis	The upper fortified area of a Greek city that is usually built on a hill.
architect	Someone who designs buildings and makes sure that they are built correctly.
Athenian	A person from Athens.
citadel	A central fortified area of a city or town.
city state	A city and the area surrounding it with an independent government.
civilisation	A highly developed culture, including its social organisation, government, laws and arts.
democracy	A political system, which allows people to have a say in the way their country is governed.
empire	A group of countries or states ruled by a single authority, such as an emperor or monarch.
mathematician	Someone who studies, teaches or is an expert in mathematics.
mythology	A collection of religious and cultural stories.
Parthenon	A temple on the Acropolis in Athens.
philosopher	Someone who studies basic ideas about knowledge and reasoning.
warrior	A soldier with skill and experience in fighting.

T1 Design Technology: Fresh Food, Good Food

Pupils will be learning about fresh and natural foods, and how they strongly link to our bodily health and wellbeing.

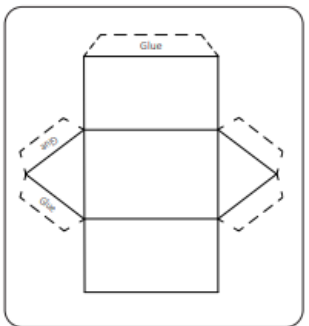
We will be learning that food spoils and we'll be learning how to slow this process, as food can be preserved by drying, salting, pickling, canning, refrigerating, freezing, pasteurising or packaging. We will also learn the difference between use by dates, and best before dates.



We will be learning that healthy snacks are low in fat, sugar and salt compared to many shop-bought options. We'll be learning that choosing these helps us stay healthy between meals.



We will also learn that food packaging protects food, keeps it fresh, makes it easier to transport and provides information. We'll be investigating 3-D packaging nets to link with our maths. We'll also be looking at why not all packaging is currently recyclable, and what we can do to protect the environment.



best before date	net
canning	Nicholas Appert
chop	packaging
cling film	pasteurising
decay	peel
design criteria	Peter Durand
Dr Ruben Rausing	pickling
drying	preservation
Earl Tupper	Ralph Wiley
food poisoning	refrigerating
freezing	salting
grate	slice
healthy snack	tear
Henry D Thatcher	Tetra Pak
Jacob Perkins	Tupperware
Louis Pasteur	use by date
mash	William Cullen
microorganism	William Kellogg

This essential skills and knowledge project teaches children about colour theory by studying the colour wheel and colour mixing. It includes an exploration of warm and cool colours, Aboriginal art and how artists use colour in their artwork.

T1 Art: Warm and Cool Colours

Project glossary

Aboriginal people

The first people to live in Australia.

background

The part of a scene that appears furthest away to the viewer.

composition

The arrangement of the objects in a picture.

cool colour

A colour that can make us feel cool, calm or sad, such as blue or green, and can make the object seem further away.

foreground

The part of a scene that appears closest to the viewer.

ochre

Coloured earth that can be used to make dyes and paints.

primary colour

A colour that cannot be made by mixing other colours. The primary colours are red, yellow and blue.

recede

To appear to move further away into the distance, or to become less clear.

secondary colour

A colour that is made by mixing equal amounts of two primary colours. The secondary colours are green, orange and purple.

tertiary colour

A colour made by mixing equal amounts of a primary and secondary colour. Example tertiary colours include red-purple and blue-green.

warm colour

A colour that evokes a feeling of warmth, happiness and energy, such as red or yellow, and can make the object seem closer to the viewer.

We will be learning about warm and cool colours and how artists use them to create different moods. We will explore the colour wheel, spotting colours that feel warm like fire and cool like water, and see how warm colours stand out while cool colours fade back.



We will learn to mix primary, secondary and tertiary colours and use art words such as foreground, recede and ochre to describe our work.



The Golden Hour by Thomas Moran, 1875



Nocturne: Blue and Silver - Chelsea by James Abbott McNeill Whistler, 1871



We will explore Aboriginal art, discovering how stories and beliefs are shown through patterns and symbols, and try natural materials and dot painting to inspire our own designs.

Our first PSHE unit of learning is focussed on:
'Being Me in My World'.

We will start by knowing that attitudes and actions make a difference to the class team, knowing how good it feels to be included in a group and understand how it feels to be excluded.

We will then understand who is in our school community, the roles they play, how we as individuals fit in. After this, we will understand how democracy works, and understand what 'empathy' means.

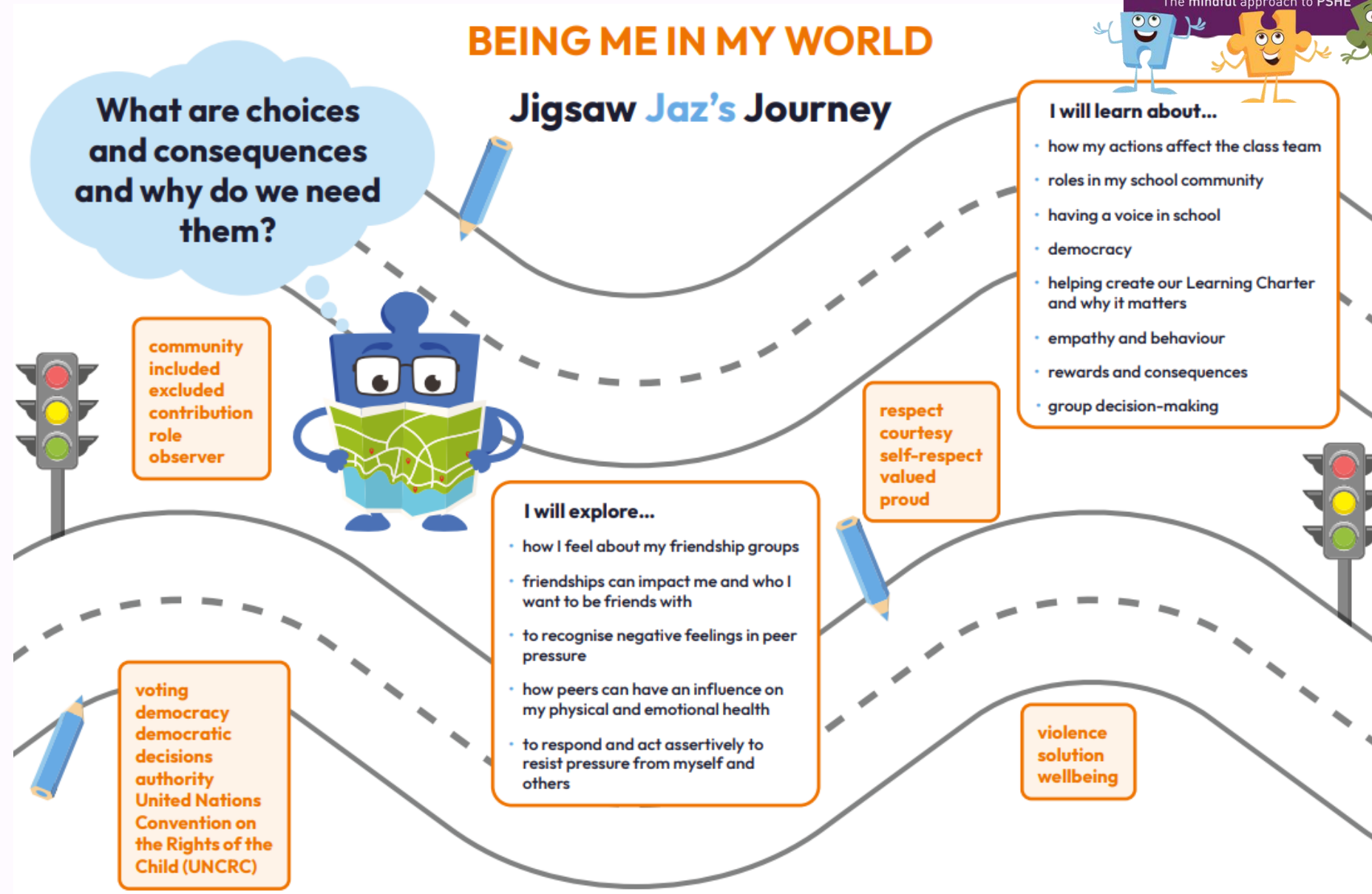
Finally, we will understand how groups come together to make decisions and how democracy and having a voice benefits the school community.



T1 PSHE: Being in My World

Key Vocabulary:

Included, Excluded, Role, Job Description, School Community, School Council, Democracy, Democratic, Decisions, Voting, Authority, Contribution.





T1 RE and World Views: Janmashtami (Hinduism)

During Term 1, pupils will learn through the study of the Hindu festival of Janmashtami. This festival celebrates the birthday of Lord Krishna and falls in August or September. Krishna is one of the Hindu faith's most popular gods and the celebrations last for two days.

During the study of Janmashtami pupils will:

Recognise that similarities and differences between people arise from several factors.

Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.

Describe and understand links between stories from different faiths. Pupils will respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them.

Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.

Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.

Listen and interpret other people's feelings and opinions and try to understand, respect and constructively challenge others' points of view.

Lesson Coverage:

- Who Am I? (Learning launcher)- pupils will consider what makes them who they are.
 - Hindu Gods and beliefs/teachings about God
- Krishna- stories behind the 'Birth of the Blue God' and comparisons to other stories from different faiths.
- Adventures of Krishna and the teachings behind these tales
- Celebrating Janmashtami- exploring how the festival is celebrated and the significance behind this.
 - Role Models- what does it mean to be role model?



Glossary

bhajans

Indian religious songs.

deity

A god or goddess.

dharma

Religious duties or rules which believers should follow.

fasting

To not eat or drink for a length of time.

Krishna

A Hindu god.

prasad

Food which is offered to the gods.

supreme

The greatest power.

T1 Music: Samba

Topic Background:

Samba is a Brazilian music style with African roots and infectious rhythms. It developed as urban music in the late 19th and early 20th centuries in the favelas of Rio de Janeiro. One of the greatest parties on earth happens in Rio De Janeiro, Brazil. It is a celebration where music and dance play a major role. The most popular music performed in the Carnival is the percussion based style of samba music.

Today we see huge samba bands made up of 100's of musicians parading down the street at carnival time with dancers dressed in the most elaborate costumes and out of this world, magical scenes built upon gigantic floats travelling down the samba strip.

Samba music is the heart and soul of community life in Rio De Janeiro.

Over the course of the project pupils will learn to:

- recognise and name the four main instruments of the samba ensemble.
- confidently perform, maintaining a repetitive rhythm with a secure sense of pulse.
- identify and describe how the inter-related dimensions are used to create samba music. contribute ideas expressing musical opinions for creating and improving work.
- demonstrate a good understanding of the key words when using them in feedback
- take on a leadership role
- securely give and follow signals to start and stop.

This unit explores the musical style of samba. In this unit, focusing on rhythm and pulse, the pupils will have the opportunity to perform samba music as a whole class and in small groups. They will explore the instruments of the samba and create their own samba band.

Key Vocabulary

call and response: two phrases, the first phrase being the call and the second phrase is a response to the first

conductor: the leader of the orchestra, letting the musicians know when and how to play

dynamics: how loud or quiet a sound is

ensemble: a group of performers

groove: main section of repeated patterns layered on top of one another

leaping: moving more than one pitch at a time

melody: the tune of the music made up of high and low pitches

neutral clef: a symbol located at the beginning of a staff line used to indicate that the instruments used to perform the notation are untuned percussion

octave: eight notes of the scale

off beat: the weaker beats of the bar

ostinato: a musical phrase or rhythm which is repeated

polyphony: layering two or more melodies

polyrhythm: two or more rhythms played at the same time

pulse: the steady heartbeat of the music

quaver: a note worth half a beat, represented by a solid dot, a stem and a tail

rhythm: patterns of sound consisting of shorter and longer note

round: a song in which singers perform the same melody but at staggered starting points, producing an overlapping harmony

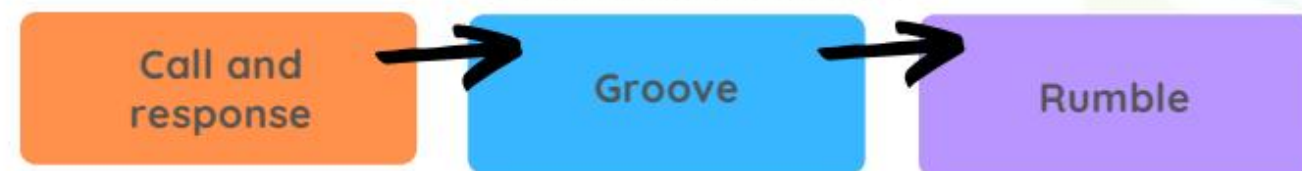
structure: how a piece is organised

texture: combining different layers of music to give an overall effect

timbre: the unique sound of an instrument or piece of music

Musical Knowledge

Structure of Samba



Notes and Rests:

- crotchet 1 beat note
- crotchet rest 1 beat rest
- quaver 1/2 beat note
- paired quavers two 1/2 beat notes
- two paired quavers four 1/2 beat notes

Instruments



In this unit pupils will learn to:

- Use basic greetings in French, ask somebody how they are feeling and reply when asked.
- Ask somebody their name in French and reply when asked.
- Recall the numbers 1-10 and count from 11-20 in French.
- Ask somebody how old they are in French and reply when asked.
- Ask somebody where they live in French and reply when asked. Express their nationality in French and understand basic gender agreement rules.

T1 French: Je me presente

Les nombres				
1 un	2 deux	3 trois	4 quatre	5 cinq
6 six	7 sept	8 huit	9 neuf	10 dix
11 onze	12 douze	13 treize	14 quatorze	15 quinze
16 seize	17 dix-sept	18 dix-huit	19 dix-neuf	20 vingt

Les nationalités



J'habite à...



Je viens d'Angleterre.

Je suis...

	français		française
	anglais		anglaise
	irlandais		irlandaise
	gallois		galloise
	écossais		écossaise

Je me présente

sound in:
• **cin** 5
sound in:
• **huit** 8
• **dix** 10

silent letters

elision

There are many last consonant silent letters in French. The final letter 's' is silent in the words 'Paris' and 'Londres'.

Elision is a type of contraction. The last letter of a word is dropped and replaced with an apostrophe. It is attached to the word that follows beginning with a vowel, so **je** becomes **j'** as in **j'habite** as an 'h muet' acts like a vowel in **habite**.

Numbers 1-20 in French.

1 2 3 4 5 6 7 8 9 10
11 12 13 14 15 16 17 18 19 20

How to present myself:



Salut ! Je m'appelle Cécile et j'ai dix ans. J'habite à Lyon.

Hi! My name is Cécile and I am ten years old. I live in Lyon.

Key questions:

Ça va ?	How are you?
Comment t'appelles-tu ?	What is your name?
Quel âge as-tu ?	How old are you?
Où habites-tu ?	Where do you live?

To understand adjectives better in French and how they may change spelling depending on what they are describing. This is called adjectival agreement.



Je suis française.

I am French.

Je suis français.

I am French.

First person high frequency verbs:

je suis

I am

j'ai

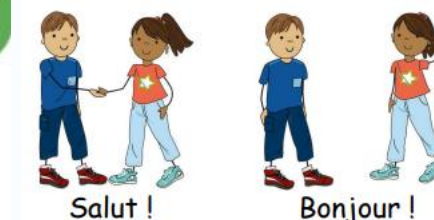
I have

j'habite

I live

grammar

Je me présente



Salut !

Bonjour !



Au revoir ! / À plus tard !

Je m'appelle...



J'ai ... ans.



Ça va bien.



Ça va mal.



Comme ci, comme ça.



Ça va très bien.



Ça va très mal.

T1 PE: Netball

Netball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In netball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules.

Key Vocabulary



accelerate: speed up

accurate: successful in reaching the intended target

contact: a rule that states you cannot push or bang another player

decision: select an outcome

delay: to slow an object or player

deny: to prevent an action happening

direction: forwards, backwards, sideways

footwork: a rule which states you cannot move your landing foot

intercept: to gain possession of the ball

invasion: a game of two teams who invade each other's space to score goals

obstruct: a rule which states that you are not allowed to put your arms up unless you are 1m away

option: possible choices

persevere: to continue trying

pivot: allows you to turn your body to face a new direction

possession: to have

technique: the action used correctly

tournament: a competition of more than two teams

umpire: a person who makes sure the rules are followed

Movement Skills

- throw
- catch
- run
- jump
- change direction
- change speed
- shoot

This unit will also help you to develop other important skills.

Social communication, collaboration, support others

Emotional honesty and fair play, persevere, confidence

Thinking comprehension, decision making, recognition, identify, observe and provide feedback, select and apply skills

Ladder Knowledge



Sending & receiving:

Cushioning a ball will help you to control it when catching it.

Space:

Moving into space will help your team keep possession and score goals.

Attacking:

Shoot when close to goal or if there is a clear path. Pass when a teammate is free and in good space.

Defending:

Mark a player to stop them from being an option. Try to intercept the ball as it is passed.

Over the course of the unit pupils will learn to:

- defend one on one and know when to win the ball.
- explain what happens to my body when I exercise and how this helps to make me healthy.
- move to space to help my team to keep possession and score goals.
- pass, receive and shoot the ball with increasing control.
- provide feedback using key terminology and understand what I need to do to improve.
- use simple tactics to help my team score or gain possession.
- share ideas and work with others to manage our game.
- understand the rules of the game and I can use them often and honest.

OAA stands for Outdoor Adventurous Activities. These activities can be land based e.g. rock climbing, abseiling, orienteering, they can be water based e.g. kayaking, surfing, sailing or air based e.g. parachuting or paragliding. All of these activities require problem solving, collaboration, decision making and teamwork skills. In this unit, pupils will learn these skills put them into practise in different orienteering activities.

T1 PE: OAA (Outdoor Adventurous Activities)

Key Vocabulary



collaborate: work jointly with others

communicate: share information

effectively: achieving a desired outcome

instructions: information to guide a task

key: information given to help identify objects on a map

leader: a person who guides others

navigate: to plan or follow a route

orientate: to turn a map so that it always faces the same way as the ground it represents

reflect: to think back on the experience

role: the job given to each person

solve: to find an answer

symbol: a sign, shape or object representative of different features on a map e.g. a triangle for a mountain

teamwork: working with others to succeed

Movement Skills

- balance
- co-ordination
- run at speed
- run over distance

This unit will also help you to develop other important skills.

Social communication, co-operation, collaboration

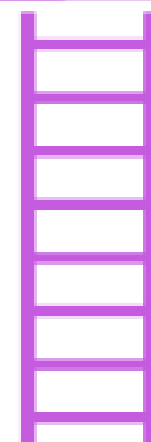
Emotional determination, resilience, honesty, trust, confidence

Thinking problem solving, evaluation, reflection, create, select and apply

Over the course of the unit, pupils will learn:

- To develop co-operation and teamwork skills.
- To orientate a map and navigate around a grid.
- To develop observational skills, listening to others and following instructions.
- To develop trust whilst listening to others and following instructions.
- To be able to identify, draw and follow a simple map.
- To be able to orientate and navigate around a map and draw a route using directions.

Ladder Knowledge



Problem solving:

Discussing the advantages and disadvantages of ideas will help to guide you to a conclusion about which idea to use.

Navigational skills:

Using a key and cardinal points on a map will help you to orientate it.

Communication:

There are different types of communication that you can use. This could be visual, verbal or physical. This means you can communicate without talking.

Reflection:

Critically reflecting on when and why you are successful at solving challenges will help you to improve in future challenges.

In this unit, pupils will learn to:

- Describe how to search over multiple platforms and be aware of the accuracy of the results presented.
- Describe some of the methods used to persuade people to buy online.
- Explain the difference between fact, opinion and belief and recognise these online.
- Explain what a bot is and give examples of different bots.
- Explain some positive and negative distractions of using technology and small strategies for reducing the time spent on technology.

ad	Short for advertisement, companies pay to have their website at the top of the list of search engine results.
belief	Something we accept to exist or be true, usually without proof.
bot	A computer program, sometimes referred to as a chatbot, that can act like a living thing (e.g. speaking to Alexa).
fact	Something that can be proven to be true by evidence.
in-app purchases	Extra content or services that are advertised and can be bought when using an app.
influencer	A person who recommends products or services on social media.
opinion	A view or judgement about something.
respectful	Being considerate and polite to others, such as treating people kindly and with good manners.
snippets	A short summary.

T1 Computing: Internet Safety

We should behave safely and respectfully both on and offline.



Technology can be both a positive and negative distraction. If technology is making you feel sad, angry or you are spending too much time on it, then try to find something else to do that does not involve screentime.

Key skills

- Understanding why some results come before others when searching.
- Understanding that information found by searching the internet is not all grounded in fact.
- Learning to make judgements about the accuracy of online searches.
- Identifying forms of advertising online.
- Reflecting on the positives and negatives of time online.
- Identifying respectful and disrespectful online behaviour.
- Recognising that information on the Internet might not be true or correct and that some sources are more trustworthy than others.

Key knowledge

To know:

- Some of the methods used to encourage people to buy things online.
- Technology can be designed to act like or impersonate living things.
- Technology can be a distraction and identify when someone might need to limit the amount of time spent using technology.
- What behaviours are appropriate to stay safe and be respectful online.

Lesson Concept	Brief overview
1 Connecting networks	Learners will explore how a network can share messages with another network to form the internet. They will consider some of the network devices involved in this, such as routers, and will also discuss what should be kept in and out of a network to keep safe.
2 What is the internet made of?	Learners will describe the parts of a network and how they connect to each other to form the internet. They will use this understanding to help explain how the internet lets us view the World Wide Web and recognise that the World Wide Web is part of the internet which contains websites and web pages.
3 Sharing information	Learners will explore what can be shared on the World Wide Web and where websites are stored. They will also explore how the World Wide Web can be accessed on a variety of devices.
4 What is a website?	Learners will analyse a website and identify the key parts. They will then consider what content can be added to websites and what factors they should consider before adding content to a website. Finally, they will use a website which enables them to create their own content online
5 Who owns the web?	Learners will explore who owns the content on the World Wide Web (or 'web' for short). They will explore a variety of websites and will investigate what they can and cannot do with the content on them. They will also relate this to principles of ownership and sharing in the real world.
6 Can I believe what I read?	Learners will gain an appreciation of the fact that not everything they see on the internet is true, honest, or accurate. They will review images and decide whether or not they are real, before looking at why web searches can return ambiguous (and sometimes misleading) results. Finally, learners will complete a practical activity, demonstrating how quickly information can spread beyond their control.

T1 Computing: The Internet

Learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.

