Voor A	Aut	umn	Spr		Sum	mer
Year 4				or the week n Learning		
				nt assemblies		
	Big Start – Big Brain	Guy Fawkes	Gender equality	World Book Day	UNICEF Day for	Nelson Mandela
	Black history month	Gender equality	Chinese New Year	Passover	Change	Day
	Gender equality International Day of	Anti-Bullying Week	Holocaust Memorial	International	Gender equality	Transitions Gender equality
	the Girl	Remembrance Day Christmas concerts	Day Martin Luther King Jr	Women's Day Gender equality		Women in
	4LC European Day	Chilishinas concerts	Day	Oction equality		Engineering
	of Languages		- 5.7			Year 6 leavers
	Diwali					concert
Parental	Exhibition of work	Christmas Concerts	Young Voices	Parents Evening for	Assembly ?	Sports Day
engagemen t	Parent Consultations		Concert	York Residential	Parent Event?	Summer Fair
Theme	Murder, Mystery	Do you believe?	Remarkable	Parent Consultations Musical Mayhem	We are	warriors!
Illellie	& Mummification	(Fantastical,	Rainforests	6 weeks		d Romans)
	(Ancient Egyptians)	Magical Creatures)	5 weeks 4 days		•	& 6 weeks 3 days
	7 weeks 3 days	7 weeks				
Visits and	Portals From the	Puppet Exhibition	Tropical World	Parents & Musicians	Battle Cries & Visit	York Residential
Visitors	Past – Egyptian workshop				Britannia work shared online.	Hirstwood
Texts used	Was Tutankhamun	Spiderwick	The Vanishing	Ada's Violin	Boudicca's Battle	Roman Soldier Book
iexis useu	killed?	Chronicles	Rainforest	Ella Fitzgerald	Cry	Ś
	E-book		The Kapok Tree		,	
	Mystery of the					
- 1. 1	Egyptian Scroll ?	Weite with name	Write with name and	With with more	Write with name and	Write with name
English	Write with purpose Imaginative	Write with purpose Imaginative	Write with purpose Imaginative	Write with purpose Imaginative	Write with purpose Imaginative	Write with purpose Imaginative
	description	description	description	description	description	description
	Organise writing	Organise writing	Organise writing	Organise writing	Organise writing	Organise writing
	appropriately	appropriately	appropriately	appropriately	appropriately	appropriately
	Howard Carter Diary	Fantasy Text	Dainfaund Bin Dank	Titanium – Story of	Marillon on the calling Control	Danas en Calalian
	& Letter Non-Fiction Text-	Spiderwick Chronicles – sequel	Rainforest Big Book Greenpeace Rang	the music video Poetry/Song Lyrics	Writing a battle Cry Visit Britannia –	Roman Soldier handbook
	Explanation/Report	chapter	Tang - Poem	Band Profile	iMovie	Big Book
	Who killed	Character, setting	Persuasive writing	Barrarromo	Focus on spoken	big book
	Tutankhamen?	and plots.			word.	
	Fold out	Poetry				
	sarcophagus &					
Maths	pop–up pyramid Know and use	Use Measures	Multiple and Divide	Use Measures	Compare, order,	Use Measures
	numbers.	Multiple and Divide	Use Statistics	Recognising &	round & count in	understand the
For small steps	Add & Subtract	Length & Perimeter	Multiplication &	Equivalent Fractions	decimals	properties of shapes

see Appendix	Place Value (4-digit numbers) (4wks) & Addition & Subtraction (3wks)	(1 wk) Multiplication & Division (times tables) (4wks) Assessments	Division (3wks) (times tables) Statistics (2wks)	Area (1wk) Fractions Assessments	Decimals (4wks)	Describe position, direction and movement Money (15 wks) Time (1 wks) Geometry & Properties of shape (3 wks) Assessments
Science	From Chew To Poo	What a state!	Nice to eat you.	Listen Up	It's electrifying!	. Living Local
	Digestive System &	States Matter	Water cycle &	Sound	Electricity	
	Teeth	*Compare and	Animal classification	*Identify how	*Identify common	* explore and use
	* Ask relevant	group materials	*Identify the part	sounds are made,	appliances that run	classification keys to
	questions	together,	played by	associating some	on electricity.	help group, identify
		according to	evaporation	of them with		and name a variety
	*Identify that	whether they are	and condensation	something vibrating.	Construct a simple	of living things in
	animals, including	solids, liquids or	in the water cycle		series electrical	their local and wider
	humans, need the	gases.	and associate	Recognise that	circuit, identifying	environment.
	right types and		the rate of	vibrations from	and naming its	
	amounts of nutrition,	Observe that	evaporation with	sounds	basic parts,	
	that they cannot	some materials	temperature.	travel through a	including cells,	
	make their own	change state	* * * * * * * * * * * * * * * * * * * *	medium to the ear.	wires, bulbs,	
	food and they get	when they are	* recognise that	*Find northerns	switches and	
	nutrition from what	heated or cooled,	living things can be	*Find patterns	buzzers.	
	they eat.	and measure	grouped in a variety	between the pitch of a sound and	Identify whether or	
	*Describe the simple	the temperature at	of ways	features of the	not a lamp will light in a simple series	
	functions of the	which this happens in degrees Celsius	* explore and use	object that	circuit, based on	
	basic parts of the	(°C), building on	classification keys to	produced it.	whether or not the	
	digestive system in	their teaching	help group, identify	produced ii.	lamp is part of a	
	humans.	in mathematics.	and name a variety	* Find patterns	complete loop with	
	1101110113.	iii iii aii oii alies.	of living things in	between the	a battery.	
	* Identify the		their local and wider	volume of a sound	a Sanory.	
	different types of		environment	and the strength of	Recognise that a	
	teeth in humans			the vibrations that	switch opens and	
	and their simple		* construct and	produced it.	closes a circuit and	
	functions		interpret a variety of	'	associate this with	
			food chains,	* Recognise that	whether or not a	
			identifying	sounds get fainter	lamp lights in a	
			producers,	as the distance from	simple series circuit	
			predators and prey.	the sound source		

				increases.	Recognise some	
			* recognise that		common	
			environments can		conductors and	
			change and that		insulators, and	
			this can sometimes		associate metals	
			pose dangers to		with being good	
			living things.		conductors	
Computing	Keeping safe online	Computer science –	Databases and	Media – Sound	Media - advert	Media
Componing	& Copyright	Scratch	Graphing	Garage Band	iMovie	Pivot stick Figure
	Multimedia	* Design, write and	Purple Mash & Excel	* Use layers to	* Plan, create and	animator
	Powerpoint	debug programs	* Collect, analyse,	combine a variety	edit an advert. (Visit	* Plan, create and
	* Plan, create and	that accomplish	evaluate and	of sounds including	Britannia) `	edit an animation.
	edit a slideshow.	specific goals.	present data and	spoken word and	* Collect, create	*Create
			information using a	edit them into one	and insert	appropriately
	* Use search	E-safety	variety of	piece of audio	appropriate (fit for	detailed
	technologies	* Identify age limits	applications	appropriate to task.	purpose) graphics,	storyboards for films,
	effectively	and PEGI ratings for		Use music	spoken word and	slideshows and
	,	games and	* Use search	applications and	sound files to create	animations
	* Check the	understand the	technologies	sound library to	a multimedia	
	relevancy and	importance of only	effectively	create single or	presentation.	* Record a short
	accuracy of search	accessing age	* Check the	multi-track music.	•	stop-motion
	results.	appropriate	relevancy and			animation reviewing
		content.	accuracy of search			and editing to
			results			correct mistakes
					110 1	
Humanities	History	History	History	History	History	History
	* The achievements	* think, reflect,	* think, reflect,	* Listen to, review	* Iron Age hill forts:	* The Roman Empire
	of the earliest	debate, discuss and	debate, discuss and	and evaluate music	tribal kingdoms,	by AD 42 and the
	civilizations – a	evaluate the past,	evaluate the past,	across a range of	farming, art and	power of its army
	depth study and an	formulating and	formulating and	historical periods,	culture	* Locate the world's
	overview of where	refining questions	refining questions	genres, styles and	* British resistance -	countries, using
	and when the	and lines of enquiry.	and lines of enquiry.	traditions, including	Boudicca	maps to focus on
	Ancient Egyptian	* Describe the		the works of the		Europe
	civilization	social, ethnic,		great composers		
	appeared.	cultural or religious		and		
	* use appropriate	diversity of past		musicians.		
	historical	society- (creatures,		* Describe the		
	vocabulary * Use syideness to	beliefs of different		social, ethnic,		
	* Use evidence to	cultures)		cultural or religious		
	ask questions and			diversity of past		
	find answers to			society		
	questions about the past.			(musical culture and		
	nast	İ	i	socilal		i l

accounts of a historical event, explaining some of the reasons why the accounts may differ. Geography Where is Egypt, what is if like and how does if compare to the "describe and understand key aspects of: physical geography, including: childred zones, blomes and vegetation belts, rives (Nile) ** Use the eight of digital/computer mapping to locate countries and describe features studied. **Understand describes and describes and describe features studied. **Understand key maps ho build their knowledge of the United Kingdom and the study of human and describe features studied. **Understand describes and describe features studied. **Understand describes and describe features studied. **Understand describes and describe features and describe features for the study of human and physical geography; including; twost, mountains, volcanoes and describe features and describe features for the study of human and physical geography; including energy (solutions and describe features) the water cycle, a Describe how locations around the water cycle, a Describ		* Describe different			changes/situations)		
historical event, explaining some of the reasons why the accounts may differ. Geography Where is Egypt, what is if like and how does if compare to the "describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers [Nile] "Use the eight physical geography, including: climate zones, biomes and digital/computer adjalation and digital/computer apping to locate countlies and describe features stucied. * Understand geography of the third study of human addistifierences through the study of human and physical geography of the United Kingdom and Egypt of the water cycle, and physical geography of the United Kingdom and Egypt of the Water of the water cycle. * RE **RE **What faiths** **Reside and the accounts may differ eacons why the accounts may the eacons in the accounts may the account in the accounts where is Egypt, what is if like and how does if the accounts in the accounts of the eight confinents/countries and distinct points of a compass, four grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the Wider world with the water cycle. **Describe how locations around the world are changing and explain some of the reasons for change. **RE **What faiths** **Geography Whuses from different rainforkountries "United Kingdom, and the rainforces the eight points of a compass, four grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the Wider world					Changes, sheartens,		
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RE - What faiths Festivals & special Who can inspire us? The Easter Story How do festivals use People of Faith							changed over time.
	RE		=	<u> </u>	_		1
Bradford make up our days / Christmas* *Show an *Understand the light as a symbol? Understand and	Bradford	_					
Agreed Syllabus community & how Explain some of the understanding that meaning of Lent * Describe & make respect differences		· · · · · · · · · · · · · · · · · · ·	•	_	_		
can we ensure that religious practices of	rigiced by habbs			I			
everyone belongs? both clerics and experiences and important to between different reasons why		everyone belongs?	both clerics and	experiences and	important to	between different	reasons why

	Looking at different places of worship in the community. Explore & describe a range of beliefs, symbols & actions so they can understand different ways of life. Discuss views on challenging questions about belonging, meaning, purpose & truth. Understand the challenges of commitment to a community of faith or belief, suggesting why this might be valuable.	individuals	feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers.	Christians * Explain how beliefs about right and wrong affect people's behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. • Discuss and give opinions on stories involving moral dilemmas.	features of religions and world views, discovering more about celebrations, worship & rituals which mark important points in life, in order to reflect on their significance. *Describe & understand links between stories & other aspects of the communities, responding thoughtfully to a range of sources of wisdom & to beliefs & teachings from different communities. *Observe & consider the approach of different religions &	religious figures may have acted as they did. * Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers.
British Values & SMSC	Spiritual Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect. Cultural: The opportunity to	Spiritual Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect. *Develop empathy Understand	Moral: The opportunity to learn what is right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views.	Spiritual Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect. Cultural: The opportunity to	Spiritual Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect. Cultural: The opportunity to	Spiritual Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect. Cultural: The opportunity to

	ovalore and	problems some		ovalore and	ovalore and	ovalore and
	explore and	problems some children face in day		explore and	explore and appreciate cultural	explore and appreciate cultural
	appreciate cultural influences	to day lives		appreciate cultural influences	influences	influences
	lilloerices	Cultural: The		Moral: The	Moral: The	Moral: The
				opportunity to learn		
		opportunity to explore and			opportunity to learn what is right and	opportunity to learn
		<u> </u>		what is right and	_	what is right and
		appreciate cultural		wrong and respect	wrong and respect	wrong and respect
		influences		the law; understand	the law; understand	the law; understand
				consequences;	consequences;	consequences;
				investigate moral and ethical issues	investigate moral and ethical issues	investigate moral and ethical issues
				and offer reasoned	and offer reasoned	and offer reasoned
						_
DOLLE	Dalatianahina	II a wildle arm al	Living in the Wider	views.	views.	views.
PSHE	Relationships -	Health and	Living in the Wider	Relationships >	Living in the Wider	Living in the wider
	valuing difference	Wellbeing >	World > Rules, Rights	Feelings and Emotions	World > Rules, Rights	world - Caring for the Environment
	Diversity World Hotel 4.5	Growing and	& Responsibilities	When feelings	and Responsibilities	Harold's 7 Rs
	What would I do?	Changing	How do we make a		The people we share our world with	naiola s / ks
	What would race	Healthy Lifestyles Making Choices	difference?	change	share our world with	
		When can you	dillelelices	Different Feelings		
		choose what	The people we			
		to eat? Why is it	share our world with			
		important to make	Share our world will			
		healthy choices?				
		PE : physical health				
		and importance of				
		exercise				
PE	Football & Netball	Hockey & Yoga	Hockey & Athletics	Cricket &	Tennis & Outdoor	Rounders & Dance
1 6	To develop	To develop	To develop	Gymnastics	Adventures – Map	* Lead others and
	practical skills in	practical skills in	practical skills in	* Lead others and	skills	act as a respectful
	order to participate,	order to participate,	order to participate,	act as a respectful	*Show an ability to	team member
	compete and lead	compete and lead	compete and lead	team member	both lead and form	*Throw and catch
	a healthy lifestyle	a healthy lifestyle	a healthy lifestyle	*Throw and catch	part of a team.	with control and
	*Maintain possession	*Maintain possession	*Maintain possession	with control and	• Support others	accuracy.
	of a ball	of a ball	of a ball	accuracy.	and seek support if	Strike a ball and
	Pass to team mates	*Pass to team mates	*Pass to team mates	 Strike a ball and 	required when the	field with control.
	at appropriate	at appropriate	at appropriate	field with control.	situation dictates.	* Follow the rules of
	times.	times.	times.	* Follow the rules of	 Show resilience 	the game and play
		Lead others and	Lead others and	the game and play	when plans do not	fairly.
	Lead others and	act as a respectful	act as a respectful	fairly.	work and initiative	* Plan, perform and
	act as a respectful	team member.	team member.	* Plan, perform and	to try new ways of	repeat sequences.
	team member.			repeat sequences.	working.	-1
		*Choose	*Choose	 Move in a clear, 	 Use maps, 	Move in a clear,
	Choose appropriate	appropriate tactics	appropriate tactics	fluent and	compasses and	fluent and

tactics to cause problems for the opposition.	to cause problems for the opposition. * Sprint, run, throw, jump & compete *Show a kinesthetic sense in order to improve the placement and alignment of body parts	to cause problems for the opposition. * Sprint, run, throw, jump & compete	expressive manner. Refine movements into sequences. Show changes of direction, speed and level during a performance. Travel in a variety of ways	digital devices to orientate themselves.	Refine movements into sequences. Create dances and movements that convey a definite idea
Clay Ancient Egyptian Death Masks, Shaduf, Folding sarcophagus & pyramids * Create sketch books to record their observations and use them to review and revisit ideas * improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (clay) *use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups *select from and use a wider range	Fantastical, Magical Creatures Puppets * improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials *select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately *understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	Rainforest Textile Collages Mola Tribal Art * develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * Shape and stitch materials. • Use basic cross stitch and back stitch. * Quilt, pad and gather fabric	Recycled Music Instruments *Collect information, sketches and resources. *Adapt and refine ideas as they progress. *Create original pieces that are influenced by studies of others.	Celtic Woven Round Houses * Create weavings. Travel Guide *Create images, video and sound recordings and explain why they were created * understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]	Roman Armour & Ballistae *Collect information, sketches and resources. •*Adapt and refine ideas as they progress. **select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately *understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

	of tools and equipment to perform practical tasks [for example, cutting, shaping,					
	joining and finishing],					
	accurately					
Music	Ukulele & Young	Ukulele & Young	Ukulele	Ukulele & Topic	Ukulele	Ukulele
	Voices	Voices	* Play notes on an	*Perform, listen to,	* Play notes on an	* Play notes on an
	Perform, listen to,	Perform, listen to,	instrument with care	review and	instrument with care	instrument with care
	review and	review and	so that they are	evaluate music	so that they are	so that they are
	evaluate music.	evaluate music.	clear.	across a range of	clear.	clear.
	* Play notes on an	* Play notes on an	* Devise non-	historical periods,	* Devise non-	* Devise non-
	instrument with care	instrument with care	standard symbols to	genres, styles and	standard symbols to	standard symbols to
	so that they are	so that they are	indicate when to	traditions, including the works of the	indicate when to	indicate when to
	clear. * Sing from memory	clear. * Sing from memory	play and rest.	great composers	play and rest.	play and rest.
	with accurate pitch.	with accurate pitch.	Recognise the	and	• Recognise the	• Recognise the
	willi accordic pilcii.	Williaccordic pileti.	notes EGBDF and	musicians	notes EGBDF and	notes EGBDF and
	• Sing in tune.	• Sing in tune.	FACE on the musical	* understand and	FACE on the musical	FACE on the musical
			stave.	explore how music is	stave.	stave.
	 Maintain a simple 	Maintain a simple		created, produced		
	part within a group.	part within a group.	 Recognise the 	and	 Recognise the 	 Recognise the
			symbols for a minim,	communicated,	symbols for a minim,	symbols for a minim,
	 Pronounce words 	 Pronounce words 	crotchet and	including	crotchet and	crotchet and
	within a song	within a song	semibreve and say	through the inter-	semibreve and say	semibreve and say
	clearly.	clearly.	how many beats	related dimensions:	how many beats	how many beats
			they represent.	pitch, duration,	they represent.	they represent.
	 Show control of 	• Show control of	*Use the terms:	dynamics, tempo,	*Use the terms:	*Use the terms:
	voice.	voice.	duration, timbre,	timbre, texture,	duration, timbre,	duration, timbre,
	* Devise non-	* Devise non-	pitch, beat, tempo,	structure and	pitch, beat, tempo, texture and use of	pitch, beat, tempo, texture and use of
	standard symbols to indicate when to	standard symbols to indicate when to	texture and use of silence to describe	appropriate musical notations.	silence to describe	silence to describe
	play and rest.	play and rest.	music.	*Use the terms:	music.	music.
	play aria rest.	play and rest.	THOSIC.	duration, timbre,	1110310.	1110310.
	 Recognise the 	Recognise the	Evaluate music	pitch, beat, tempo,	• Evaluate music	Evaluate music
	notes EGBDF and	notes EGBDF and	using musical	texture and use of	using musical	using musical
	FACE on the musical	FACE on the musical	vocabulary to	silence to describe	vocabulary to	vocabulary to
	stave.	stave.	identify areas of	music.	identify areas of	identify areas of
			likes and dislikes.		likes and dislikes.	likes and dislikes.
	 Recognise the 	 Recognise the 		 Evaluate music 		
	symbols for a minim,	symbols for a minim,		using musical		

crotchet and semibreve and say how many beats they represent. *Use the terms: duration, timbre, pitch, beat, tempo, pitch, beat, tempo, semibreve and say semibreve and say how many beats they represent. *Use the terms: combine and control sounds to create an effect.		identify areas of				
how many beats they represent. *Use the terms: they represent. *Use the terms: duration, timbre, duration, timbre, *Use the terms: duration, timbre, *Use the terms: combine and control sounds to					Joinner of Girla Jay	
they represent. *Use the terms: duration, timbre, they represent. *Choose, order, combine and control sounds to				how many heats	how many beats	
*Use the terms: duration, timbre, *Use the terms: combine and control sounds to				· · · · · · · · · · · · · · · · · · ·		
duration, timbre, duration, timbre, control sounds to						
plich, bodi, fortipo, plich, bodi, bod						
texture and use of texture and use of		cicare arrefreet.			·	
silence to describe silence to describe • Use digital		• Use digital				
music. music. technologies to		_				
				THOSIC.	mosic.	
compose pieces of • Evaluate music • Evaluate music music.		•		- Evaluata music	. Evaluate mousic	
		music.				
using musical using musical				_	_	
vocabulary to vocabulary to						
identify areas of identify areas of				I	•	
likes and dislikes. likes and dislikes.		17 1				
Safety E-safety – passwords E-safety -Identify Water Safety Keeping ourselves Keeping ourselves Keeping ourselves			=		- '	Safety
Coram and submitting age limits and PEGI Danger, risk or safe safe safe			•		<u> </u>	Coram
personal information ratings for games hazard? Who helps us stay Knowing the norms.		·				Education
physical nealth and and understand the E-saffey nealthy and safe? Ok or not Ok? Friend or		-	_			20000000
importance of importance of only Picture Wise Under pressure Safety in numbers acquaintance?	Satety in numbers	Under pressure	Picture Wise		·	
exercise accessing age					exercise	
appropriate						
content.						
French Larger numbers, body parts and monsters Family Leisure Activities	Leisure A	nily	Fa	y parts and monsters	Larger numbers, bod	French
 listen attentively to spoken language and show understanding by joining in and responding 						
 explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 						
 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and 	nd to those of others; see		answer questions; expi	conversations; ask and	engage in c	
help*		•				
 speak in sentences, using familiar vocabulary, phrases and basic language structures 	0 0		•	·		
 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words 	ney are reading aloud o			ırate pronunciation and	 develop accu 	
and phrases*		•				
 present ideas and information orally to a range of audiences* 						
 read carefully and show understanding of words, phrases and simple writing 	and simple writing	nding of words, phrases	ully and show understo	 read careful 		
 appreciate stories, songs, poems and rhymes in the language 	e language	poems and rhymes in th	reciate stories, songs,	 app 		
 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, 	are introduced into fam	rstand new words that	lop their ability to unde	vocabulary and deve	 broaden their 	
including through using a dictionary		ugh using a dictionary	including thro			
 write phrases from memory, and adapt these to create new sentences, to express ideas clearly 	nces, to express ideas c	se to create new senter	emory, and adapt the	write phrases from m	•	
 describe people, places, things and actions orally* and in writing 	and in writing	ngs and actions orally*	be people, places, th	descr		
 understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and 					 understand b 	
neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for						
instance, to build sentences; and how these differ from or are similar to English						

Autumn 1 Autumn 2 Spring 1	Spring 2	Summer 1	Summer 2
Autumn 1 Count in multiples of 6, 7, 9, 25 and 1,000 more or less than a given number. Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones). Order and compare numbers beyond 1,000. Identify, represent and estimate numbers using different representations. Round any number to the nearest 10, 100 and 1,000. Solve number and practical problems that involve all of the above and with increasingly large positive numbers. Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Estimate and use inverse operations to check answers to a calculation. Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why. Measure and calculate the perimeter of a rectilinear figure (including suiter figure (including suiter than enterest.) Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. Convert between different units of measure [for example, kilometre to metre]. Convert between different units of measure [for example, kilometre to metre]. Sepace value, known and derived facts to multiply and of vivide mentally, including multiplying by 0 and 1; dividing by 1; multiplying together three numbers. Solve problems involving multiplying together three numbers. Solve problems involving multiplying together three numbers. Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one-digit, integer scaling problems and harder correspondence problems and presented in bar charts, pictograms, tables and other graphs.	Find the area of rectilinear shapes by counting squares. Recognise and show, using diagrams, families of common equivalent fractions. Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. Add and subtract fractions with the same denominator. Recognise and write decimal equivalents of any number of tenths or hundredths. Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths Solve simple measure and money problems involving fractions and decimals to two decimal places. Convert between different units of measure [for example, kilometre to metre]	Compare numbers with the same number of decimal places up to two decimal places. Round decimals with one decimal place to the nearest whole number. Recognise and write decimal equivalents to $\frac{1}{4}, \frac{1}{2}$ and $\frac{3}{4}$ Understand the effect of dividing a one or two digit number by 10 or 100. Identifying the value of the digits in the answer as ones, tenths and hundredths. Estimate, compare and calculate different measures, including money in pounds and pence. Solve simple measure and money problems involving fractions and decimals to two decimal places.	Identify acute and obtuse angles and compare and order angles up to two right angles by size. Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Identify lines of symmetry in 2-D shapes presented in different orientations. Complete a simple symmetric figure with respect to a specific line of symmetry. Describe positions on a 2-D grid as coordinates in the first quadrant. Plot specified points and draw sides to complete a given polygon. Describe movements between positions as translations of a given unit to the left/ right and up/ down.