



Yearly Overview

Year 4

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Achieve Believe Care

	Rivers, Ancient Egypt	Victorians	Romans
Geography	<p>How does the water go round and round? <i>Knowledge, skills and concepts</i></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • name and locate some of the UK's and the world's most significant rivers and mountain environments • learn about the features of a named river (the River Thames) in the UK, from source to mouth • learn how rivers and mountains are formed • identify some of the processes associated with rivers • understand where rivers and mountains fit into the water cycle 	<p>Where does all our stuff come from? <i>Knowledge, skills and concepts</i></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<p>Where should we go on holiday? <i>Knowledge, skills and concepts</i></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • use maps to focus on countries, cities and regions in Europe • be taught to understand a region of another European country • be taught to understand some of the physical and human processes that shape a region • extend their knowledge and understanding beyond the local area to include Europe. This will include the location and characteristics of a range of the world's more significant human and physical features.
History	<p>How much did the Ancient Egyptians Achieve? <i>Knowledge, skills and concepts</i></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • study the achievements of the earliest civilisations • develop a chronologically secure knowledge and understand of British, local and world history • note connections, contrasts and trends over time • develop the use of historical terms • understand how our knowledge of the past is constructed from a range of sources • address and devise historically valid questions about similarity, difference and significance • construct informed responses that involve thoughtful selection and organisation of relevant 	<p>How has crime and punishment changed over time? <i>Knowledge, skills and concepts</i></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British history • establish clear narratives over periods of study • note connections, contrasts and trends over time and develop the use of historical terms • understand how our knowledge of the past is constructed from a range of sources • address historically valid questions about continuity, and change and cause • address and devise historically valid questions about continuity and change, similarity and difference, and significance • construct informed responses that involve 	<p>What happened when the Romans came to Britain? <i>Knowledge, skills and concepts</i></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British history • address historically valid questions about change, cause and significance • construct informed responses that involve the thoughtful selection and organisation of historical information • understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends over time and develop the appropriate use of historical terms • address and devise historically valid questions

	historical information.	thoughtful selection and organisation of relevant historical information.	about similarity and difference
Computing	<p>We are software developers <i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> ● develop an educational computer game using selection and repetition ● understand and use variables ● start to debug computer programs ● recognise the importance of user interface design, including consideration of input and output. <p>We are makers <i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn:</p> <ul style="list-style-type: none"> ● about the input – process – output model of computation ● about the inputs and outputs available on a BBC micro:bit ● to program using the MakeCode blockbased environment ● to test and debug programs they write, using an on-screen simulator and the micro:bit ● how to convert and transfer a program written on screen to the micro:bit. 	<p>We are musicians <i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> ● create a repeating percussion rhythm ● play music using virtual instruments ● compose or edit tunes using the piano roll (pitch and duration) tool ● perform electronic music using pre-recorded loops, and create their own loops ● create a multi-track composition or performance using multiple instruments ● give feedback to others on their compositions and performances. <p>We are bloggers <i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> ● become familiar with blogs as a medium and a genre of writing ● create a sequence of blog posts on a theme ● incorporate additional media ● comment on the posts of others ● develop a critical, reflective view of a range of media, including text. 	<p>We are artists <i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> ● develop an appreciation of the links between geometry and art ● become familiar with the tools and techniques of a vector graphics package ● develop an understanding of turtle graphics ● experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it, and receive feedback from their peers ● develop some awareness of computer-generated art. <p>We are meteorologists <i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> ● understand different measurement techniques for weather – both analogue and digital ● use computer-based data logging to automate the recording of some weather data ● use spreadsheets to create charts ● analyse data, explore inconsistencies in data and make predictions ● practise using presentation and video software.
Science	<p>Living things <i>Knowledge, skills and concepts</i></p> <p>-Recognise that living things can be grouped in a variety of ways.</p>	<p>The big build <i>Knowledge, skills and concepts</i></p> <p>-Ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>-Set up simple practical enquiries, comparative and fair tests.</p>	<p>What's that sound? <i>Knowledge, skills and concepts</i></p> <p>-Identify how sounds are made, associating some of them with something vibrating.</p> <p>-Recognise that vibrations from sounds travel through a medium to the ear.</p>

	<p>-Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>-Recognise that environments can change and that this can sometimes pose dangers to living things</p> <p>Looking at states</p> <p><u>Knowledge, skills and concepts</u></p> <p>-Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>-Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p> <p>-Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>-Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>-Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>-Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p> <p>-Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>-Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>-Use straightforward scientific evidence to answer questions or to support their findings.</p> <p>Teeth and eating</p> <p><u>Knowledge, skills and concepts</u></p> <p>-Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>-Identify the different types of teeth in humans and their simple functions.</p> <p>-Construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p>-Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>-Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>-Recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Power it up</p> <p><u>Knowledge, skills and concepts</u></p> <p>-Identify common appliances that run on electricity. -Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>-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.</p> <p>-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> <p>-Recognise some common conductors and insulators and associate metals with being good conductors.</p>
<p>Art</p>	<p>Drawing</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <p>-Developing techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone.</p> <p>-Understanding why they best suit.</p>	<p>Painting</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn about: the works of William Morris</p> <p>In this unit, pupils will learn to:</p> <p>-Increase awareness of mono and relief printing.</p> <p>-Demonstrate experience in fabric printing.</p>	<p>Sculpture</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn about: the works of Giuseppe Arcimboldo</p> <p>In this unit, pupils will learn to:</p> <p>-Work in a safe, organised way, caring for equipment.</p>

	<ul style="list-style-type: none"> -Draw for a sustained period of time at an appropriate level. -Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works. -Have opportunities to develop further drawings featuring the third dimension and perspective. 	<ul style="list-style-type: none"> -Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. -Expand experience in 3 colour printing. -Continue to experience in combining prints taken from different objects to produce an end piece. -Create repeating patterns. 	<ul style="list-style-type: none"> -Secure work to continue at a later date. -Make a slip to join to pieces of clay. -Show experience in combining pinch, slabbing and coiling to produce end pieces. -Use recycled, natural and man-made materials to create sculptures. -Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. -Adapt work as and when necessary and explain why. -Use language appropriate to skill and technique.
<p>D.T.</p>	<p>Designing, making and evaluating In this unit, pupils will:</p> <ul style="list-style-type: none"> *Take account of the ideas of others when designing. *Use research to gather design ideas. *Come up with at least one idea about how to create their product. *Produce a realistic step-by-step plan and explain it to others. *Communicate their ideas through prototypes. *Select and use a range of tools, equipment and materials accurately. *Realise if the product is going to be good quality. *Measure, cut, assemble and join with increased accuracy. *Learn more about how key events and individuals in design and technology have helped shape the world. *Investigate and analyse a range of existing products-consider: materials used to make; how they've been made. how well they've been made. 	<p>Designing, making and evaluating In this unit, pupils will:</p> <ul style="list-style-type: none"> *Take account of the ideas of others when designing. *Use research to gather design ideas. *Come up with at least one idea about how to create their product. *Produce a realistic step-by-step plan and explain it to others. *Communicate their ideas through prototypes. *Select and use a range of tools, equipment and materials accurately. *Realise if the product is going to be good quality. *Measure, cut, assemble and join with increased accuracy. *Learn more about how key events and individuals in design and technology have helped shape the world. *Investigate and analyse a range of existing products-consider: materials used to make; how they've been made. how well they've been made. * Suggest some improvements and say what was good and not so good about their original design. <p>Technical knowledge (structures)</p>	<p>Cooking and nutrition In this unit, pupils will:</p> <ul style="list-style-type: none"> *Prepare and cook a variety of predominantly savoury dishes safely and hygienically. *Further develop confidence and skills in a range of techniques such as peeling, chopping, slicing and grating, mixing, spreading, kneading and baking. *Understand that ingredients can be fresh, pre-cooked or processed how food is processed into ingredients that can be eaten or used in cooking. *Think about presenting their product in an interesting/attractive way. *Explain the importance of food and drink for active/healthy bodies.

	<p>* Suggest some improvements and say what was good and not so good about their original design.</p> <p>Technical knowledge (mechanisms)</p> <p>In this unit, pupils will:</p> <p>*Use levers and linkages to create movement within a product.</p>	<p>In this unit, pupils will:</p> <p>*Use appropriate materials</p> <p>*Work accurately to make cuts and holes.</p> <p>*Join materials with increased confidence.</p> <p>*Begin to make strong structures.</p> <p>*Measure carefully to avoid mistakes.</p> <p>*Make a strong, stiff structure.</p>	
<p>R.E.</p>	<p>How special is the relationship Jews have with God?</p> <p><i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn to:</p> <p>-understand the special relationship between Jews and God and the promises they make to each other.</p> <p>What is the most significant part of the Nativity story for Christians today?</p> <p><i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn to:</p> <p>-understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.</p>	<p>How important is it for Jewish people to do what God asks them to do?</p> <p><i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn to:</p> <p>understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.</p> <p>Is forgiveness always possible for Christians?</p> <p><i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn:</p> <p>- understand how Jesus' life, death and resurrection teaches Christians about forgiveness.</p>	<p>What is the best way for a Jew to show commitment to God?</p> <p><i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn to:</p> <p>understand different ways that Jews show their commitment to God, comparing their practices in order to explore which shows the most commitment.</p> <p>Do people need to go to Church to show they are Christians?</p> <p><i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn to:</p> <p>understand how important going to church is to show someone is a Christian.</p>
<p>P.S.H.E.</p>	<p>Health and Wellbeing</p> <p>What strengths, skills and interests do we have?</p> <p><i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn:</p> <p>-how to recognise personal qualities and individuality</p> <p>-to develop self-worth by identifying positive things about themselves and their achievements</p> <p>-how their personal attributes, strengths, skills and interests contribute to their self-esteem</p> <p>-how to set goals for themselves</p>	<p>Health and Wellbeing</p> <p>How can we manage our feelings?</p> <p><i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn:</p> <p>-how everyday things can affect feelings</p> <p>-how feelings change over time and can be experienced at different levels of intensity</p> <p>-the importance of expressing feelings and how they can be expressed in different ways</p> <p>-how to respond proportionately to, and manage, feelings in different circumstances</p>	<p>Living in the Wider World</p> <p>How can our choices make a difference to others and the environment?</p> <p><i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn:</p> <p>-how people have a shared responsibility to help protect the world around them</p> <p>-how everyday choices can affect the environment</p> <p>-how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to</p>

	<p>-how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</p> <p>Relationships How do we treat each other with respect?</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn:</p> <ul style="list-style-type: none"> -how people's behaviour affects themselves and others, including online -how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return -about the relationship between rights and responsibilities -about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt) -the rights that children have and why it is important to protect these -that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination -how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns 	<ul style="list-style-type: none"> -ways of managing feelings at times of loss, grief and change -how to access advice and support to help manage their own or others' feelings <p>Health and Wellbeing How can we help in an accident or emergency?</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn:</p> <ul style="list-style-type: none"> -how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions -that if someone has experienced a head injury, they should not be moved -when it is appropriate to use first aid and the importance of seeking adult help 	<p>charity)</p> <ul style="list-style-type: none"> -the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues -how to show care and concern for others (people and animals) -how to carry out personal responsibilities in a caring and compassionate way <p>Health and Wellbeing How can we manage risk in different places?</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn:</p> <ul style="list-style-type: none"> -how to recognise, predict, assess and manage risk in different situations -how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) -how people can be influenced by their peers' behaviour and by a desire for peer approval; -how to manage this influence -how people's online actions can impact on other people how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online -how to report concerns, including about inappropriate online content and contact -that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law
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<p>P.E.</p>	<p>Nimble Nets <u>Knowledge, skills and concepts</u> In this unit, pupils will learn:</p> <ul style="list-style-type: none"> - to become familiar with balls and short tennis rackets. -to get the ball into play. -to accurately serve underarm. - to build up a rally - to build a rally, focusing on accuracy of strokes. - to play a variety of shots in a game situation and to explore when different shots should be played. - to play a competitive tennis game. <p>Invaders <u>Knowledge, skills and concepts</u> In this unit, pupils will learn:</p> <ul style="list-style-type: none"> - to keep possession of a ball. - to use ABC (agility, balance, co-ordination) techniques to keep control of a ball in a competitive situation. - to use accurate passing and dribbling in a game. - to identify and apply ways to move the ball towards an opponent's goal. - to learn concepts of attack and defence. - to play in a mini football competition. <p>Cool Core (Pilates) <u>Knowledge, skills and concepts</u> In this unit, pupils will learn:</p> <ul style="list-style-type: none"> - to improve balance and co-ordination. - to improve balance and co-ordination. -to consolidate and improve the moves learned so far. - to develop balance techniques when performing cool core moves. - to sustain balance and concentration when performing a variety of cool core moves. - to develop cool core moves using balance techniques. 	<p>Gym Sequences <u>Knowledge, skills and concepts</u> In this unit, pupils will learn:</p> <ul style="list-style-type: none"> - to identify and practise body shapes. - to identify and practise symmetrical and asymmetrical body shapes. - to construct sequences using balancing and linking movements. - to use counterbalances and incorporate them into a sequence of movements. - to perform movements in canon and in unison. - to perform and evaluate own and others' sequences. <p>Dynamic Dance <u>Knowledge, skills and concepts</u> In this unit, pupils will learn:</p> <ul style="list-style-type: none"> - to identify and practise the patterns and actions of line dancing. - to demonstrate an awareness of the music's rhythm and phrasing when improvising. - to create an individual dance that reflects the line dancing style. - to create partnered dances that reflect the line dancing style and apply the key components of dance. - to perform a line dance using a range of movement patterns. -to perform and evaluate own and others' work. <p>Step to the beat <u>Knowledge, skills and concepts</u> In this unit, pupils will learn:</p> <ul style="list-style-type: none"> - to understand the importance of a warm-up. -to improve fitness, particularly strength and stamina. - to complete a step routine to music to improve fitness. -to develop co-ordination and balance. - to understand the importance of a warm-up. 	<p>Striking and Fielding <u>Knowledge, skills and concepts</u> In this unit, pupils will learn:</p> <ul style="list-style-type: none"> - to develop and investigate different ways of throwing, and to know when each is appropriate. - to use ABC (agility, balance, co-ordination) to field a ball well. - to use ABC (agility, balance, co-ordination) to move into good positions for catching and apply it in a game situation. -to use hand-eye co-ordination to strike a moving and a stationary ball. - to develop fielding skills and understand their importance when playing a game. - to play in a competitive situation, and to demonstrate sporting behaviour. <p>Young Olympians <u>Knowledge, skills and concepts</u> In this unit, pupils will learn:</p> <ul style="list-style-type: none"> - to select and maintain a running pace for different distances. - to practise throwing with power and accuracy. - to throw safely and with understanding. - to demonstrate good running technique in a competitive situation. - to explore different footwork patterns. -to understand which technique is most effective when jumping for distance. - to utilise all the skills learned in this unit in a competitive situation. <p>Gymfit Circuits <u>Knowledge, skills and concepts</u> In this unit, pupils will learn:</p> <ul style="list-style-type: none"> - to understand that a fitness circuit can be sport-specific. - to complete a hockey-based circuit with understanding and accuracy.
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	<p>Boot Camp <i>Knowledge, skills and concepts</i> In this unit, pupils will learn:</p> <ul style="list-style-type: none"> - to understand how to prepare the body for exercise. -to understand what fitness means. - to complete a range of circuit-based activities and understand the reason for doing them. -to understand what happens to the heart rate during exercise. - to improve a circuit that includes activities previously practised. - to improve a circuit that includes activities previously practised involving balance and coordination. 	<p>Mighty Movers (Boxercise) <i>Knowledge, skills and concepts</i> In this unit, pupils will learn:</p> <ul style="list-style-type: none"> - to learn footwork movement patterns showing co-ordination. -to demonstrate correct technique for a job. - to understand the value of boxercise moves. -to learn how to build an aerobic exercise routine including skilled moves. - to create and perform a boxercise sequence with increased accuracy. - to perform a boxercise routine with precision. 	<ul style="list-style-type: none"> - to complete a netball/basketball circuit with understanding and accuracy. - to complete a football-based circuit with accuracy and understanding. - to complete a cricket-based circuit with accuracy and understanding. - to complete an athletics-based circuit with control and accuracy. <p>Fitness Frenzy <i>Knowledge, skills and concepts</i> In this unit, pupils will learn:</p> <ul style="list-style-type: none"> - to complete a circuit that includes different aerobic activities. - to perform a boxercise routine with precision. - to develop co-ordination and balance. - To complete an athletics-based circuit with control and accuracy. - to develop cool core moves using balance techniques. - to perform a sequence of moves at each station within a circuit with increased accuracy.
<p>French</p>	<p>On y va! (All Aboard) <i>Knowledge, skills and concepts</i> In this unit, pupils will learn: Je vais a lecole A pied En voiture En velo En bus En train Ou vas-tu? Je Vais En Belgique En France Il Fait Chaud Il fait froid Il fait beau Il fait mauvais Il fait du soleil Il fait du vent Il pleut lundi, mardi, mercredi, jeudi, vendredi, Samedi, Dimanche et (I go/ I'm going to school On foot By car By bike By bus By train Where are you going? I'm going ... To Belgium To France It's hot It's cold Its fine weather Is bad weather It's sunny It's Windy Its raining Monday Sunday and) L'argent de poche (Pocket money) <i>Knowledge, skills and concepts</i> In this unit, pupils will learn:</p>	<p>Racone-moi une histoire! (Tell me a story!) <i>Knowledge, skills and concepts</i> In this unit, pupils will learn: Regardez Repetez Ecoutez Quarante, cinquante, soixante, soixante-dix, quatre-vingt, quarte-vingtdix, cent Il/Elle est... Grand(e) Petit(e) Vrai/faux (Look Repeat Listen 40,50,60,70, 80, 90, 100 He/She is... Big Small True/ False) Viv le sport! (Our sporting lives) <i>Knowledge, skills and concepts</i> In this unit, pupils will learn: Qu'est-ce que tu fais (lundi)? Je joue au tennis/basket Je joue au cricket Je fais du velo. Je fais du skate. Je fais de la danse/natation Zero Boire Manger Le jus orange Le yoourt Le poisson</p>	<p>Le Carnaval des Animaux (The Carnival of Animals) <i>Knowledge, skills and concepts</i> In this unit, pupils will learn: Ou habites-tu? J'habite dans.. Je suis Grand(e) Petit(e) Lent(e) Rapide Fort(e) Faible Feroce Timide Quelle heure est-il? Une heure, deux heures, trois heures, quatre heures, cinq heures, six heures, sept heures, huit heures, neuf heures, dix heures, onze heures Il est midi Il est minuit (Where do you live? I live in .. I am Small Big Slow Fast Strong Weak Fierce Shy What time is it? One o'clock eleven o'clock It's midday It's midnight)</p>

	<p>J'adore.. Ja detest... Ca Ving et un, vngt-deux, vingt-trois, vingt-qutre, vingt-cinq, vintsix, vingt-sept, vingt-huit, vingt-neuf, trente C'est combien? Un euro C'est sper/ magnifique, fantastique Jai Je n'ai pas de (I love... I hate .. That 21-30 How much is it One euro Its great/ magnificent/ fantastic I have I don't have)</p>	<p>Une pomme Les carottes Le chocolat Le coca Les pommes Les bonbons Oui, c'est bon pour la sante Non, c'est mauvais</p> <p>(What are you doing/ do you do (on Monday)? I play tennis/ basketball I play cricket I ride my bike/go cycling I go skateboarding I dance/ swim Zero To drink To eat Orange juice Yogurt Fish An apple Carrots Chocolate Cola Chis Sweets Ye, it's good for your health No, it's bad for your health)</p>	
<p>Music</p>	<p>Throughout this year, all children will learn how to play a musical instrument through specialist whole class tuition provided by Dudley Performing Arts.</p> <p><u>Knowledge, skills and concepts</u> In this unit, pupils will learn:</p> <ul style="list-style-type: none"> -to treat instruments carefully and with respect. -to play a tuned instrument –a simple part or the melody of the song from memory or using notation. -to rehearse and perform. -to listen to and follow musical instructions from a leader. -to talk about the best place to be when performing and how to stand or sit. -to record the performance and say how they were feeling, what they were pleased with what they would change and why. <p>This year, the children will take part in Young Voices.</p> <p><u>Knowledge, skills and concepts</u> In this unit, pupils will learn:</p> <ul style="list-style-type: none"> -to sing in unison and in simple two-parts. -to demonstrate a good singing posture. -to follow a leader when singing. -to enjoy exploring singing solo. to sing with awareness of being 'in tune'. -to rejoin the song if lost. -to listen to the group when singing. 		
<p>Trips</p>	<p>Woodgate Valley (field study)</p>	<p>Young Voices</p>	<p>Canal trip</p>

Texts used	The Secrets of a Sun King by Emma Carroll The Egyptian Cinderella by Shirley Cimo.	Street Child by Berlie Doherty The Miraculous Journey of Edward Tulane by Kate DiCamillo.	Escape from Pompeii by Christina Balit.
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