Lowbrook Academy

Year 4 Curriculum Overview

Year 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading	Fables- Aesop's Fables by Michael Rosen The Hare and the Tortoise Town and Country Mouse – Michael Morpurgo Moral of Fox and Stork Poems – The Reader of the Poem – Roger Mc Gough Rainbows- Moira Andrew The night is a black cat – G Orr Clark The Sun by Grace Nichol Biography of Ole Christiansen Biography of Percy Shaw Non chronological Report – Big Heelers, Wolf Wikipedia Best Mates- Michael Morpurgo.	The Lion the Witch and The Wardrobe. Biographies (https://www.literacywagoll.com/biographies.html) Poetry Wintertime by Robert Louis Stevenson Twas the Night Before Christmas	Ice Palace by Robert Swindell's Settings/Adventure story Our study of the Tudors and the War of the Roses (P&T)- Letters to Henry Tudor Who was Florence Nightingale? Little People, Big Deams	Poetry on theme of Nature. I am the seed that grew the Tree: A Nature poem for Every Day of the year Fiona Waters and Fran Preston-Gannon. Fiction: The Barnabus Project. The Butterfly Lion by Michael Morpurgo Instructional Text- Sample recipes.	Non- Fiction Information/Persuasive texts – Where the Forest Meets the Sea by Jeannie Baker The vanishing Rainforest by Richard Platt. Non-Fiction: Zoo by Anthony Browne The Rainbow Bear by Michael Morpurgo The persuasion book by Sue Palmer Non-Fiction Stories that Raise Issues the Great Kapok Tree by Lynne Cherry The Shamans Apprentice by Lynne Cherry Fiction: Traditional Tales and Fables Versions of the Princess and the Pea by Lauren Child by Rachel Isadora by Mini Grey by Hans Christian Andersen Beware of the Story Book wolves by Lauren Child	Fiction Black Beauty-Anna Sewell Sports people profiles for Sports Week Fiction Stories from other cultures African tales by R Griffin ad G Mhlope The pot of Wisdam by A Badoe Mufaros Beautiful Daughters by J Steptoe Fiction; Narrative Poems The works by Paul Cookson What is Poetry by Michael Rosen. You Wait till I'm Older by Michael Rosen
Writing: Punctuation and Grammar	Revisit nouns, expanded noun phrases, adverbs and adjectives, revisit co-ordinating and subordinating conjunctions to extend sentences, revisit commands, statements, questions, and exclamation sentences, grammatical difference between plural and possessive –s, use of punctuation in speech Homophones Use of generalisers	Possessive pronouns, appropriate choice of pronoun or noun within and across sentences to aid cohesion, use of paragraphs to organise ideas around a theme, noun phrases, relative clauses, prepositional phrases use of suffixes and prefixes, identifying direct and indirect speech, commas for clarity.	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases, standard English form of verb inflections instead of local spoken forms (formal / informal in letters), grammatical difference between plural and possessive –s, inverted commas to punctuate direct speech, fronted adverbials, commas to punctuate lists and embedded clauses, use of contractions.	Frontal Adverbials, use of commas to punctuate adverbials, revisit nouns, adverbs and adjectives word classes, grammatical difference between plural and possessive –s, noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases, verb tenses, inverted commas to punctuate direct speech, determiners, prepositional phrases, relative clauses.	Word classes, verb inflections and tenses (past), conjunctions of time and cause, comparative adjectives, adverbial phrases, use of paragraphs to organise ideas around a theme, apostrophes to mark plural possessions, grammatical difference between plural and possessive –s.	Verb tenses, subordinate clauses, modal verbs, direct and indirect speech, use of inverted commas and other punctuation to indicate speech, noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases, figurative language, determiners, conjunctions time place and cause

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Big Write	Fiction Retelling a fable Letter writing from perspective of character in fable Writing own fable Poetry – writing adverb poem Non-Fiction Biography of Nick Park Non-fiction: Biography of Stephen Hawking Non-fiction: Biography Of Helen Sharman (ICT) Non-chronological report on Swan – The Silver Swan Non-chronological report on wolves	Fiction: Informal letter in character as Lucy Fiction: Writing formal persuasive letter as the Queen Fiction: Persuasive speech/monologue Fiction: Dual narrative as Edmund and White Witch Poetry: Abstract nouns and figurative language	Fiction: Ice Palace - Setting Descriptions Fiction: Story Adventure Writing Non-Fiction: Letter to Henry Tudor (P&T) Non-fiction: Biography of Florence Nightingale Non-fiction: Persuasive language to write an advert Fiction: Voice overs film trailer	Fiction: Writing a setting description using expanded noun phrases Fiction: Narrative on Barnabus Project Fiction: Newspaper article on Barnabus story Fiction: Diary entry as Lighthouse Keeper Fiction: characterisation with emotion Poetry: writing nature poems	Persuasive report – Plan, draft and write a persuasive article about animals in captivity Persuasive letter writing to timber companies Blog on vanishing rainforests. Fiction: Narrative story based on issues surrounding rain forest. Non-Fiction Creating Playscripts from fairy stories Class debate on solutions to issues in Rainforest	Fiction Write letters in character Fiction Plan draft and write own narrative based on stories from Africa Non-Fiction – Biography on chosen athlete. Non-Fiction diet plan for an athlete – link to nutrition in science. Fiction Write a prose version of a narrative poem Performance of narrative poem You wait Till I'm older than you and children's own narrative poem
Science and Technology	**Electricity:** 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. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors. ***S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S6.1, S6.2, S6.3, S6.4, S6.5***	**(POND UNIT)** **Living Things & Their Habitats:** Use classification keys to help group, identify and name a variety of living things. Learn about the 7 characteristics of a living thing; sort living things in several ways; make a dichotomous classification key to identify local invertebrates; make observational drawings. ***S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S2.1, S2.2, S2.3***	**Animals including Humans:** Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey. Physical Health & Wellbeing: Health and prevention - dental decay ***S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S3.1, S3.2, S3.3***	**States of Matter:** Compare and group materials together, according to whether they are solids, liquids or gases. 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). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. ***S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S4.1, S4.2, S4.3***	**Sound:** Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases. ***S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S5.1, S5.2, S5.3, S5.4, S5.5***	**Animals including Humans:** Growth, nutrition for different sportspeople e.g. ballerina opposed to an Olympic rower, looking at relation to height and distance of jumping, effect of sport on our body – heart rate, perspiration etc. Physical health and fitness: *the characteristics and mental and physical benefits of an active lifestyle.* *The risks associated with an inactive lifestyle (including obesity).* ***S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S3.1, S3.2, S3.3***

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	Theme week tech challenge: paper aeroplane (value of money & distance) Technology: A motorised car frame structure, using glue gun, Tenon saw, axles, cam belt, simple electrical circuit Scientist Study of: Stephen Hawking & Helen Sharman ***D1.1, D1.2, D2.1, D2.2, D3.2, D3.3, D4.1, D4.2, D4.3***	Technology: Building a Bridge (strength, freestanding structures) Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining, and finishing], accurately. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	Food Tech: Tudor biscuits Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught, and processed. ***D1.1, D1.2, D2.1, D2.2, D3.1, D3.2, D4.1, D4.2, D4.3, C1, C2, C3***	Food Tech: Making a sandwich using salad leaves planted Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught, and processed. ***D1.1, D1.2, D2.1, D2.2, D3.2, D4.1, C1, C2, C3***	Technology: Making ear defenders Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups. Select from and use a wider range of materials and components, including construction materials, textiles, and ingredients, according to their functional properties and aesthetic qualities. Investigate and analyse a range of existing products. Inventor Study of: Alexander Graham Bell (Invention of The Telephone) ***D1.1, D1.2, D2.1, D2.2, D3.1, D3.2, D3.3, D4.1*** Food Tech: Stuffed Vegetables Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught, and processed. Physical Health & Wellbeing: Healthy Eating - healthy diet, principles of planning and preparing a range of healthy meals, characteristics of poor diet ***C1, C2, C3***	Technology: Textiles Design a team badge, use fabrics, sequins, beads, buttons., different stitches Silhouette Cameo Printer and Silhouette Studio to create a t-shirt transfer Generate, develop, model, and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Select from and use a wider range of materials and components, including construction materials, textiles, and ingredients, according to their functional properties and aesthetic qualities. evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. ***D1.1, D1.2, D2.1, D2.2, D3.1, D3.2, D3.3***

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Place & Time	**Maidenhead** Location of significant places and their uses/purpose, change of our local area over time. River Thames and Brunel Bridge linked to Industrial Revolution **2.5, 2.11, 2.13, 2.14, 2.16** Field Trip – Brunel Bridge	**Navigation & The Americas** Using maps to focus on North and South America including important geographical features (The Panama Canal and the Galapagos Islands, 50 US states, mountains/rainforests and rivers) link to Aztecs (history), 4 to 6 grid reference. **2.9, 2.10, 2.11, 2.12, 2.13, 2.15, 2.16, 2.17, 2.18**	**Tudors** Timeline of Kings and Queens throughout the time period, War of the Roses, Richard III, Henry VIII and his wives, land use and settlement during Tudor period. **2.6, 2.10, 2.13, 2.16, 2.17** Field Trip – Hampton Court Palace	**Hampton Court Palace** Cardinal Wolsey, Sir Christopher Wren, tourism since Queen Victoria, The Tale of Two Palaces - Tudor Palace developed by Cardinal Wolsey - Baroque Palace built by William III and Mary II). **2.5, 2.11, 2.13, 2.14, 2.16, 2.17**	**Ancient Egypt** Timeline of pharaohs, significance of pharaohs and the structures built, links to Egyptian landmarks – pyramids and River Nile. **2.7, 2.10, 2.11, 2.13, 2.16, 2.17** Theme Day - Egyptian Arts and Culture Week: Egypt Field Trip – Kew Gardens	**Bronze and Iron Age Time Period** Invention of the wheel, advancements in agriculture, Potter's wheel & textile production. Iron ploughs, rotary quern, land ownership & grain production, population density distinguishing between areas where people are dispersed (rural) & crowded (towns & cities), the terms urban, suburban and rural. **Sustainability** – Pollution of global water systems through textile industry. Sports Week (please teach over this time): **History through sport** – football. **2.1, 2.15, 2.16**

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Faith & Belief	**Theme-**Beliefs and Practices **DRE- Key Question-** How special is the relationship Jews have with God? **PBS** – **Key Question -** To what extent does participating in worship and/or prayer generate a sense of belonging? Do Rites of Passage always help a believer to feel connected to God and/or community? How do religious leaders and sacred texts contribute to believers' understanding of their faith? **AF – Believing/Belonging** **Objectives-** *Learning to understand the special relationship between Jews and God and the promises they make to each other. (Spiritual/Moral/Cultural)* **Religion-**Judaism ***4.5, 4.6, 4.7***	**Theme**-Christmas **DRE -Key Question-** What is the most significant part of the nativity story for Christians today? **PBS** – **Key Question -**To what extent do religious beliefs influence and encourage 'good' behaviour? How do religious leaders and sacred texts contribute to believers' understanding of their faith? **AF – Believing/Belonging** **Objectives-** *Learning to understand the symbolism in the Christmas story and think about what the different parts mean to Christians today. (Spiritual/Cultural)* **Religion-** Christianity ***4.14, 4.15, 4.16, 4.17, 4.20***	**Theme-**Passover **DRE -Key Question-** How important is it for Jewish people to do what God asks them to do? **PBS** – **Key Question -** How can music and the arts help express and communicate religious beliefs? To what extent do religious beliefs influence and encourage 'good' behaviour? **AF – Believing/Behaving** **Objectives-** *Learning to understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him. (Spiritual/Cultural)* **Religion-**Judaism ***4.24, 4.25, 4.26, 4.27***	**Theme-**Easter **DRE - Key Question-** Is forgiveness always possible? **PBS** – **Key Question**- To what extent does participating in worship and/or prayer generate a sense of belonging? To what extent do religious beliefs influence and encourage 'good' behaviour? **AF – Believing/Behaving** **Objectives-** *Learning to understand how Jesus' life, death and resurrection teaches Christians about forgiveness. (Spiritual/Moral)* **Religion-** Christianity ***2.20, 2.21, 4,32, 4,33, 4.34, 4.35, 4.36, 4.37, 4.38, 4.39, 4.40***	**Theme-** Beliefs and Practices **DRE - Key Question-** What is the best way for a Jew to show commitment to God? **PBS** – **Key Question** - Do Rites of Passage always help a believer to feel connected to God and/or community? How might beliefs and community shape a person's identity? **AF-Believing/Belonging/ Behaving** **Objectives-** *Learning to understand different ways that Jews show their commitment to God, comparing their practices in order to explore which shows the most commitment. (Spiritual/Moral/Cultural)* **Religion-** Judaism ***4.51, 4.52, 4.53, 4.57, 4.58, 4.59, 4.60***	**Theme-**Prayer and Worship **DRE - Key Question-** Do people need to go to church to show they are Christians? **PBS** – **Key Question -** Do Rites of Passage always help a believer to feel connected to God and/or community? To what extent do religious beliefs influence and encourage 'good' behaviour? **AF – Believing/Belonging** **Objectives-** *Learning to understand how important going to church is to show someone is a Christian. (Spiritual/Social)* **Religion-** Christianity ***4.52, 4.56, 4.57, 4.53, 4.58, 4.59***

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Arts and Creativity	**Music**: **Listening & Appraising** Confidently recognise styles of music and instruments and discuss the dimensions of music (Dynamics, tempo, timbre) **Singing** Sing songs as part of an ensemble with confidence and precision. **M2.1, M2.3, M2.5, M2.6** **Theme:** Mamma Mia Pop music from the 70s	**Music**: **Listening & Appraising** Recognise styles of music and instruments and discuss the dimensions of music (Pulse, rhythm, pitch, dynamics & tempo) **M2.1, M2.3, M2.5, M2.6** **Singing** Sing songs as part of an ensemble with confidence and precision. **M2.1, M2.3, M2.5, M2.6** **Theme:** Stop! Rap music, a song about bullying	**Music:** **Singing** Continue to learn about singing in a group, working as an ensemble. **Theme:** Blackbird Music of The Beatles, song about civil rights	**Music**: **Playing** Continue to learn to play tuned percussion instruments in a group/band/ensemble. Build on basic understanding of formal musical notation. (Recorders) **Improvisation** Explore and create own responses, melodies and rhythms. **M2.1, M2.2, M2.3, M2.4, M2.5** **Theme:** Lean On Me Soul / Gospel style, Bill Withers Musician Study: Tudor composer, John Dowland	**Music**: **Composition & Playing** Continue to create own responses, melodies & rhythms. Begin to record these using formal notation. (Glockenspiels) **M2.1, M2.2, M2.3, M2.4, M2.5, M2.6** **Theme:** Reflect, Rewind and Replay Bringing together musical learning to compose own melodies. Consolidating musical learning.	**Music**: **Playing** Copy increasingly challenging rhythms using body percussion and tuned/un-tuned instruments. (Recorders) **Improvisation** Explore and create own responses, melodies and rhythms. **M2.1, M2.2, M2.3, M2.5** **Theme:** Glockenspiel Stage 2 Developing playing skills through the glockenspiel
	Art: **Appraisal & Appreciation** Use technical vocabulary to describe the techniques and ideas of a famous artist, architect or designer. Create own responses to work of the artist. **A2.1, A2.3** **Theme:** Claude Monet, The Waterlilies, impressionist painting style	**Art**: **Skills & Technique** Drawing Explore drawing and shading skills, and experiment with tones using pencil, chalk or charcoal. Draw familiar objects with correct proportions **A2.1, A2.2, A2.3** **Theme:** Mayan – looking at patterns from the Mayan civilisation Making a Mayan death/event mask	**Art:** **Exploring Media** Create collages using overlapping and layering and a mix of media **A2.1, A2.2, A2.3** **Theme:** Hans Holbein, 16th Century portraits, the Tudors	**Art:** **Appraisal & Appreciation** Use technical vocabulary to describe the techniques and ideas of a famous artist, architect or designer. Create own responses to work of the artist. **A2.1, A2.3** **Theme:** Sgraffito art technique/Artist linked to Hampton Court Palace	**Art:** **Skills & Technique** Painting Explore watercolour and other painting techniques to create different effects such as bleeds, washes, scratches and splashes **A2.1, A2.2, A2.3** **Theme:** Designing and creating an Ancient Egyptian death mask, looking at symmetry and use of colours found in nature	**Art:** **Exploring Media** Create printing blocks using relief of impressed techniques (e.g. polystyrene blocks) **A2.1, A2.2, A2.3** **Theme:** Sports week – designing a badge for a football team to turn in to a cross stich. Using a 2D printer to create this badge – linked to Computing

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	Drama: **Oracy** Respond appropriately on the contributions of others in light of alternative viewpoints Learn choral piece **D.2.1, D2.3, D2.4, D2.5, D2.8, D2.10** **Theme:** Perform adverb poems	**Drama**: **Drama** Comment constructively on plays and performances, discussing effects and how they are achieved **D.2.1, D2.3, D2.4, D2.5, D2.8, D2.10** **Theme:** The Lion, The Witch and The Wardrobe persuasive speech as the Queen. Using oracy skills to recite 'Twas the Night Before Christmas'.	**Drama**: **Drama** Develop scripts based on improvisation. **D2.4, D2.7, D2.8** **Theme:** Persuasive letter as one of Henry's queens. Write and perform a persuasive film trailer.	**Drama**: **Drama** Create roles showing how behaviour can be interpreted from different viewpoints. **Theme:** Acting out Easter story from different viewpoints	**Drama**: **Oracy** Use and reflect on some ground rules for dialogue. Learn choral piece **D.2.4, D2.7, D2.8, D2.9** **Theme:** Egyptian poem/rap for Arts and Culture performance	**Drama**: **Oracy** Tell stories effectively and convey detailed information coherently for listeners. **D.2.4, D2.7, D2.8, D2.9** **Theme:** Moving on – memories from the year

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Citizenship and Ethics	**Tolerance & Overcoming Disagreements** Understanding the meaning of tolerance Learning Charter Respecting others. Setting goals (assembly led) Growth Mindset. Being part of a team. Safeguarding: Peer on Peer - to understand and manage feelings in disagreements Being Safe: Railway safety Caring friendships: recognising who to trust and who not to trust, and how to seek help or advice from others. Mental Well-being strand. Online Relationships: ICT Sid's Top Tips. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. Mutual respect and tolerance Individual liberty (people's right to be what they want to be) Picture News: Weekly Lesson Starter Covid-19 Hygiene and safety measures One Decision: Keeping & Staying Safe One Decision: Computer Safety Five Ways of Wellbeing: Keep Learning – Introduction to '5 ways' and Setting Goals **2.1, 2.2, 2.3, 2.8, 2.9, 2.10, 2.11, 2.12, 2.18, 2.20, 2.22, 2.23, 2.24, 2.25,2.28, 2.29, 2.30, 2.32, 2.34, 2.36, 2.38**	**Our Duties to the Wider Community** Identifying what is in the local community Identify our Christmas Charity. How we can help in the local community. COP Lesson: Linked to the annual conference Safeguarding: Grooming & Sexting Being Safe: Where can we get help? NSPCC, child line, Fire Service, Ambulance, Police, etc. Families & People Who Care for Me: Families give love, security & stability. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed Online Relationships: Cyberbullying. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. Mutual respect and tolerance Picture News Weekly Lesson Starter One Decision: Being Responsible One Decision: Keeping & Staying Safe Five Ways of Wellbeing: Give – Linked to Responsibilities to the community **2.1, 2.2, 2.3, 2.8, 2.9, 2.10, 2.11, 2.12, 2.23, 2.24, 2.25, 2.26, 2.28, 2.30, 2.31, 2.32, 2.34, 2.36, 2.38**	**Gender Stereotypes** Gender discrimination Challenge stereotypes. The effects of social media: Explore and critique how media can portray information. Lesson linked to Children's Mental Health Week (February) Safeguarding: Discrimination / Faith Abuse Respectful relationships: what a stereotype is, and how stereotypes can be unfair, negative or destructive. The importance of permission-seeking and giving in relationships with friends, peers and adults. Families & People Who Care for Us: that others' families sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. Individual Liberty Mutual respect and tolerance Picture News Weekly Lesson Starter One Decision: Growing & Changing (Relationship's tab) Five Ways of Wellbeing: Connect – Linked to Respecting people who are different and Children's Mental Health Week. **2.1, 2.2, 2.3, 2.9, 2.11, 2.12, 2.15, 2.25, 2.27, 2.28, 2.29, 2.32, 2.36**	**Charities & Poverty** Understanding the differences between wants and needs. Exploring poverty (including child poverty in the UK). The British Red Cross Charities. UK diseases, bacteria and viruses v Foreign diseases, bacteria and viruses (ink to S&T) Respectful relationships: practical steps they can take in a range of different contexts to improve or support respectful relationships. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. Influential person case study: Dr Barnardo Mutual respect and tolerance Picture News Weekly Lesson Starter One Decision: A World without Judgment Five Ways of Wellbeing: Give – Linked to charity (the wider world) **2.1, 2.2, 2.3, 2.11, 2.12, 2.18, 2.19, 2.25, 2.26, 2.32, 2.34, 2.36, 2.37, 2.38**	**Democracy – Political Parties & Hierarchies** How democracy works. The importance of voting. How general elections work. How the public can engage in the democratic process and have a say in how the country is run. Democracy Rule of law Individual Liberty Picture News: Weekly Lesson Starter One Decision: The Working World - Linked to Political Systems Five Ways of Wellbeing: Take Notice – Linked to Health & Wellbeing (being present) +Overview of the Five Ways to Wellbeing with practical lessons on safeguarding your wellbeing (yoga, art, meditation) **2.1, 2.2, 2.3, 2.11, 2.12, 2.13, 2.14, 2.16, 2.25, 2.32, 2.33, 2.36**	**Is Cheapest Always Best?** Comparing food products and prices. Discussing Fairtrade and where we shop. Coffee, milk, battery chickens. How media present information. Mental Wellbeing strand. Internet safety and harms: how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. Individual liberty Picture News: Weekly Lesson Starter One Decision: Feelings & Emotions (mental health) + Growing & Changing (physical health) Five Ways of Wellbeing: Active – Linked to Sports Week **2.1, 2.2, 2.3, 2.11, 2.12, 2.14, 2.16, 2.17, 2.25, 2.26, 2.31, 2.32, 2.34, 2.36**

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Physical Health	**Invasion Games- Football** Running, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones ***1a, 1b, 1c, 1e*** **Gymnastics** Use, jumping in isolation and in combination, develop flexibility, strength, technique, compare their performances with previous ones ***1a, 1c, 1e***	**Invasion Games- Rugby** running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones ***1a, 1b, 1c, 1e*** **Gymnastics** Use, jumping in isolation and in combination, develop flexibility, strength, technique, compare their performances with previous ones ***1a, 1c, 1e***	**Invasion Games- Netball** running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones ***1a, 1b, 1c, 1e*** **Dance** Symmetrical and Asymmetrical dance Exploring symmetry and asymmetry individually and in groups P – Perform increasingly complex sequences in time with expression. C – Compose and develop motif phrases. A – Analyse and compare own and other's compositions. ***1a, 1c, 1d, 1e***	**Invasion Games- Hockey** Running, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones ***1a, 1b, 1c, 1e*** **Dance** Egyptian Dance Symmetrical and Asymmetrical dance Exploring symmetry and asymmetry individually and in groups P – perform with clarity and confidence in whole class dances. (assembly) C – Compose pair phrases using balance and counterbalance. A – observe and explore contemporary dance styles. ***1a, 1c, 1d, 1e***	**Athletics** running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones ***1a, 1b, 1c, 1e*** **Tennis** running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones ***1a, 1b, 1c, 1e***	**Athletics** running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones ***1a, 1b, 1c, 1e*** **Cricket** running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones ***1a, 1b, 1c, 1e***

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Emotional Health	**C&**E Tolerance & Overcoming disagreements To understand and manage feelings in disagreements. Respecting others. Mental Health Choices and link to *Healthy Body, Health Mind.* Growth Mindset. Being part of a team. Being Safe: Railway safety Caring friendships: recognising who to trust and who not to trust, and how to seek help or advice from others. Mental Well-being strand. Mutual respect ***2.1, 2.2, 2.3, 2.8, 2.9, 2.10, 2.11, 2.18, 2.22, 2.23, 2.24, 2.25,2.28, 2.29, 2.32, 2.34, 2.36***	**C&E** Mutual respect Being Safe: Where can we get help? NSPCC, child line, Fire Service, Ambulance, Police, etc. Families & People Who Care for Me: Families give love, security & stability. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed ***2.1, 2.2, 2.3, 2.8, 2.9, 2.10, 2.11, 2.23, 2.24, 2.25, 2.28, 2.32, 2.34, 2.36***	**C&E** Gender Stereotypes Finding example of gender and stereotypes. Gender discrimination Challenge stereotypes. The effects of social media. **S&T:** UK diseases, bacteria and viruses v foreign diseases, bacteria and viruses (ink to S&T) Mutual respect Mental Wellbeing: self-care techniques Respectful relationships: what a stereotype is, and how stereotypes can be unfair, negative or destructive. The importance of permission-seeking and giving in relationships with friends, peers and adults. Families & People Who Care for Us: that others' families sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. ***2.1, 2.2, 2.3, 2.9, 2.11, 2.25, 2.27, 2.28, 2.29, 2.32, 2.36***	**S&T:** Making a sandwich using salad leaves planted Mutual respect Mental wellbeing: talking about feelings, emotion sand appropriate behaviour Respectful relationships: practical steps they can take in a range of different contexts to improve or support respectful relationships. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. ***2.1, 2.2, 2.3, 2.11, 2.18, 2.25, 2.32, 2.34, 2.36, 2.37***	**S&T:** Making stuffed vegetables Physical Health & Wellbeing: Healthy Eating - healthy diet, principles of planning and preparing a range of healthy meals, characteristics of poor diet **C&E** Rule of law ***2.1, 2.2, 2.3, 2.11, 2.25, 2.32, 2.36***	**Education outside the classroom:** Mobile Caving **S&T** Nutrition for different sportspeople, the effect of exercise on our body ***S3.1*** **C&E** Comparing food products and prices. Mental Wellbeing strand. Internet safety and harms: how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. ***2.1, 2.2, 2.3, 2.11, 2.25, 2.31, 2.34, 2.36***

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Computing and Education Technology	**Use Explain Everything to write fact file (Writing for different audiences)** Explore how font size and style can affect the impact of a text. Use text formatting to make a piece of writing fit for its audience and purpose E-Safety Sid's Top Tips (C&E) Cyberbullying (C&E) Internet safety and harms: how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. Why social media, some computer games and online gaming, for example, are age restricted. ***2.6*** Use 3D printer to make Brunel Bridge Linked to Literacy – Explain everything used for BW fact file – focus on formatting, font, layout, photos with captions, backgrounds, titles & sub-titles considering the targeted audience	**Exploring and Annotating Sid's Top Tips to Explore and utilise E safety (Online Safety)** Identify the risks and benefits of installing software including apps. understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism E-Safety Sid's Top Tips (C&E) Cyberbullying (C&E) Internet safety and harms: that for most people the internet is an integral part of life and has many benefits. ***2.4,2.7*** Linked to Citizenship – Sid's Top Tips	**Purple mash coding- Guard the Castle (Tudors) (Coding)** Use sketching to design a program and reflect upon their design. Create code that conforms to their design. Introduce the If/else statement and use it in a program. Create a variable Create a program with a character that repeats actions. ***2.1,2.2,2.3*** Linked to P&T and Maths Week – Purple Mash Coding: Guard the Castle	**Researching timeline of Monarchy in Hampton Court Palace (Effective Searching)** Locate information on the search results page. Use search effectively to find out information. Use search effectively to find out information ***2.4,2.6,2.7*** Internet safety and harms: that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. Planning route from school to HCP on Google Maps Research the key events and stories of HCP using Safari on iPads and Purple Mash Timelines	**Formatting cells to create a shopping list and simple budget (Spreadsheets)** Using the formula wizard in the advanced mode to add formulae and explore formatting cells. Use a series of data in a spreadsheet to create a line graph. Using a spreadsheet for budgeting. ***2.6*** Linked to S&T & Maths – creating shopping list on Excel spreadsheets to show budgeting.	**Designing a Sports House Badge on Silhouette Printer (Hardware Investigators)** Design a team badge, use fabrics, sequins, beads buttons and different stitches and use Silhouette Cameo Printer and Silhouette Studio ***2.4*** Silhouette Printer to print the Team Badges

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P4C	1.What is more important letters or numbers? 2. Do we need rules in school? Would it be better with or without them? C&E 3. What is the best invention from 1900 – 1990? P&T 4.How do our words hurt others? C&E 5.Is it better to be honest with few friends or deceitful with lots of friends? C&E 6. Why is transport so important to us? Why is petrol shortage an issue?	1.What does community mean to you? C&E 2. Would you rather be inside or outside of the wardrobe? LOL 3. What does respect mean to you? C&E 4. Is anyone truly good or evil? F&B 5. What would happen if all the water dried up? S&T 6.How would you rank the 10 commandments? F&B	1.Should your gender impact opportunities within in sport? C&E 2.Should Jewish people live by the rules laid out in a story that was written a long time ago? F&B 3. Responses to a dilemma – You could end a war but had to marry someone you don't love, would you do it? P&T 4.How would having no electricity impact our lives? Is it good or bad? Science 5.What symbols represent British Values? And why? British Values 6. Concentrating on a gender stereotype, how does this negatively impact a girl or boy? C&E	1.Ranking the charities in importance to give to? (NSPCC, RSPCA, Comic Relief etc) - C&E 2. What is more important giving or accepting forgiveness? F&B 3.Why does grandeur seem important? P&T 4.What's more important, to hear or to see? Science 5.What stereotypes do other countries have of British citizens? What do you think about them? British Values/C&E 6.Would you rather scenario (job roles) linked to ALL of our subjects? Cross curricular	1.Imaging you are a Pharoah. What 3 items would you wish to be buried with and why? Place & Time Egypt 2.If you could eat only one food for the rest of your life, what would it be? Science/Diet 3.What makes a good electoral candidate? C&E 4.If I was Prime Minister for a day, the new law I would put in place would be… C&E 5.Is it okay to read someone else's Diary? Literacy – Howard Carter 6.Do you think it is important to give charity to other? F&B Judaism & C&E poverty 7.If you were alone and you discovered an ancient Egyptian royal tomb, would you tell anyone? Place & Time	1.Is it important to buy Fairtrade products? C&E Should horses be used for entertainment? Literacy (Black Beauty Text) 2.If you could meet one famous sports person dead or alive, who would it be and why? Sports Week 3.Is it wrong to laugh at another's misfortune? PE/Sports 4.Do you think that disability stops you from becoming an athlete? Sports Week

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Year 4	Can I learn about some key Chinese festivals? Can I learn about some key Chinese festivals? Can I learn how to say the dates of other popular festivals? Can I learn how to ask the date in Chinese and write the character 日? Can I sing happy birthday in Chinese and say the date of one's birthday? Can I learn how to write the character 生? Be able to write a birthday card using the characters learned.	Can I learn how to say the days of the week in Chinese? Can I review days of the week and learn how to write the character 天. Can I learn the words for yesterday, today and tomorrow in Chinese to revisit prior language learned? Can I learn how to write the character 明 meaning 'bright' and 'tomorrow'? Can I learn the song "We Wish You a Merry Christmas" in Chinese with 'we' as the focus word? Can I learn how the plural is formed in Chinese using the plural marker 们?	Can I learn how to ask and say one's age in Chinese using the structure 你几岁? Can I learn how to ask how old other people are using 'he/she' 他/她? To learn 两 meaning "special two" in this context? Can I learn the structure 你多大？, and how to ask the age of other people using 他 and 她? Can I learn words for family members and pets? Can I learn to say 'my' in Chinese (我的)? Can I say how old my family members are and what their names are?	Can I learn how to say how many people there are in my family and how to say 'yes' and 'no' in Mandarin in this context? Can I learn the most common measure word 个 in the context of people and family? Can I learn how to write the character 个? Can I introduce my family, friends and pets in Chinese as part of a dialogue using the structure 这是 and 那是? Can I learn the question word 谁 to ask questions such as 'who is this/who is that/who is he/who is she?'? Can I learn/revisit the phrase 'nice to meet you' and to review general greetings?	Can I learn vocabulary for body parts and adjectives? Can I know the differences between 日/口/目? Can I review body parts? Can I learn how to describe people and animals? Can I review how to describe people and animals? Can I review use of 的 in the context of a longer sentence?	Can I review all content covered so far throughout KS2? Can I review all content covered so far throughout KS2? Can I review all content covered so far throughout KS2? Can I review all content covered so far throughout KS2? Can I complete an End of Year Assessment? Can I play Mandarin games?

Lowbrook Academy **Year 4 Curriculum Overview**

Maths	**NUMBER** **Number and Place Value** Find 1000 more or less than a given number e.g. 45 + 1000, 8904 – 1000 Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) Order and compare numbers beyond 1000 Learn Roman Numerals to 30 **Multiplication and Division** Recall multiplication and division facts for multiplication tables up to 10 × 10 **Fractions (including decimals)** Know that decimals and fractions are different ways of expressing proportions Recognise and show, using diagrams, families of common equivalent fractions Count using simple fractions and decimal fractions, both forwards and backwards e.g., 41/3,4 2/3,5, 5 1/3, 5 2/3,6, 6 1/3; 3.2, 3.1, 3, 2.9, 2.8, … and represent fractions and decimals on a number line Count up and down in hundredths; recognise that	**NUMBER** **Number and Place Value** Count in multiples of 6, 9, 25 and 1000 e.g. 625, 600, 575, 550, 525, 500 … Round any number to the nearest 10 or 100 Solve number and practical problems that involve place value and rounding and with increasingly large positive numbers **Addition and Subtraction** Use both mental and written methods with increasingly large numbers to aid fluency e.g. mentally calculate 540 + 400 or 900 – 360 Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why e.g. It costs £3.50 for Ben to go swimming and £5:70 for his mum; how much change is there from £10? **Multiplication and Division** Use place value, known and derived facts to multiply and divide mentally, including:	**NUMBER** **Number and Place Value** Count in multiples of 6, 7, 9, 25 and 1000 Find 1000 more or less than a given number Count backwards through zero to include negative numbers e.g. 8, 6, 4, 2, 0, -2, -4, -6 Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) Order and compare numbers beyond 1000 Round any number to the nearest 10 or 100 Solve number and practical problems that involve place value and rounding and with increasingly large positive numbers **Addition and Subtraction** Use both mental and written methods with increasingly large numbers to aid fluency 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	**NUMBER** **Multiplication and Division** Recall multiplication and division facts for multiplication tables up to 12x12 **Fractions (Including decimals)** Know that decimals and fractions are different ways of expressing proportions Recognise and show, using diagrams, families of common equivalent fractions Count using simple fractions and decimal fractions, both forwards and backwards and represent fractions and decimals on a number line Count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten Identify, name and write equivalent fractions of a given fraction, including tenths and hundredths Solve problems to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number e.g. What fraction of a day is 3 hours?	**NUMBER** **Number and Place Value** Count in multiples of 6, 7, 9, 25 and 1000 Find 1000 more or less than a given number Count backwards through zero to include negative numbers Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) Order and compare numbers beyond 1000 Identify, represent and estimate numbers using different representations including measures and measuring instruments Round any number to the nearest 10, 100 or 1000 Solve number and practical problems that involve place value and rounding and with increasingly large positive numbers **Addition and Subtraction** Use both mental and written methods with increasingly large numbers to aid fluency e.g. mentally calculate 540 + 270 or 900 – 365 Add and subtract numbers with up to 4 digits using the formal written methods of	**NUMBER** **Multiplication and Division** Recall multiplication and division facts for multiplication tables up to 12 × 12 **Fractions (including decimals)** Know that decimals and fractions are different ways of expressing proportions Recognise and show, using diagrams, families of common equivalent fractions Count using simple fractions and decimal fractions, both forwards and backwards and represent fractions and decimals on a number line Count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten Identify, name and write equivalent fractions of a given fraction, including tenths and hundredths Add and subtract fractions with the same denominator e.g. 2/5 + 4/5 = 6/5 Solve problems involving increasingly harder fractions to calculate quantities, and fractions to

	hundredths arise when dividing an object by a hundred and dividing tenths by ten e.g. 3/10 = 30/100 = 0.30 = 0.3 Identify, name and write equivalent fractions of a given fraction, including tenths and hundredths e.g. 6/9 = 2/3 Solve problems to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number e.g. find 4/9 of 18 counters Recognise and write decimal equivalents of any number of tenths or hundredths e.g. 9/10 = 0.9; 9/100 = 0.09 Recognise and write decimal equivalents to 1/4; 1/2; 3/4 Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths **GEOMETRY** **Position and Direction** Describe positions on a 2-D grid as coordinates in the first quadrant Plot specified points and draw sides to complete a given polygon. e.g. find the coordinates of the missing vertex of a shape	multiplying by 0 and 1; dividing by 1; multiplying together three numbers e.g. 600 ÷ 3 = 200; 4 × 6 × 2 Multiply two-digit and three-digit numbers by a one-digit number using formal written layout (see appendix) solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit e.g.34 × 6 = (30 ×6) + (4 × 6), integer scaling problems and harder correspondence problems such as n objects are connected to m objects e.g. 3 skirts and 4 tops, how many different outfits? **MEASUREMENT** **Measurement** Convert between different units of measure (e.g. kilometre to metre; hour to minute) e.g. 4½kg = 4500g; Estimate, compare and calculate different measures, including money in pounds and pence e.g. put in order: £1.20, 98p, £0.89, £1.08 Telling the time 'am' and 'pm' to the nearest minute in both analogue and clocks Use 'am' and 'pm' appropriately. Calculate time intervals	Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why e.g. investigate which amounts of money cannot be made using exactly three coins. **Multiplication and Division** Recall multiplication and division facts for multiplication tables up to 12 × 12 Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers e.g. 420 = 70 × 6; 5 × 4 × 9 Recognise and use factor pairs and commutativity in mental calculations e.g. factor pairs of 20 are 1 and 20, 2 and 10, 4 and 5; addition and multiplication are commutative e.g. 2×6×5=2×5×6=10×6 Multiply two-digit and three-digit numbers by a one-digit number using formal written layout Use the formal written method for short division with exact answers when dividing by a one-digit number e.g. 456 ÷ 3 Solve problems involving	Recognise and write decimal equivalents of any number of tenths or hundredths Recognise and write decimal equivalents to 1/4; 1/2; 3/4 Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths Round decimals with one decimal place to the nearest whole number e.g. 32.5 rounds to 33; 49.7 rounds to 50 Compare numbers with the same number of decimal places up to two decimal places e.g. put in order: 2.56, 26.52, 2.65, 25.62, 2.62 Solve simple measure and money problems involving fractions and decimals to two decimal places. e.g. two parcels weigh 5.5kg altogether, one weighs 3.8kg, what is the mass of the other? **MEASUREMENT** **Measurement** Convert between different units of measure (e.g. kilometre to metre; hour to minute) e.g. 90 minutes = 1½ hours Estimate, compare and	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 e.g. Mr Smith sets out on a 619 mile journey; he drives 320 miles before lunch and 185 miles after lunch; how much farther does he need to drive? **Multiplication and Division** recall multiplication and division facts for multiplication tables up to 12 × 12 use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers e.g. 640 ÷ 8 = 80; 4 × 6 × 20 recognise and use factor pairs and commutativity in mental calculations Multiply two-digit and three-digit numbers by a one-digit number using formal written layout Use the formal written method for short division	divide quantities, including non-unit fractions where the answer is a whole number e.g. 1/5 of **X** is 9 Recognise and write decimal equivalents of any number of tenths or hundredths Recognise and write decimal equivalents to 1/4; 1/2; 3/4 Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths Round decimals with one decimal place to the nearest whole number Compare numbers with the same number of decimal places up to two decimal places Solve simple measure and money problems involving fractions and decimals to two decimal places e.g. Ben buys a toy costing £4.55 and ¼ kg of sweets costing £3.20 per kilo; how much change does he receive from £10? **MEASUREMENT** **Measurement** Convert between different units of measure (e.g. kilometre to metre; hour to minute)

	Competencies Roman Numerals 2D shapes (F)	crossing the hour using analogue and digital. **GEOMETRY** **Properties of Shapes** Compare and classify geometric shapes, including quadrilaterals (e.g. parallelogram, rhombus, trapezium) and triangles (e.g. isosceles, equilateral, scalene), based on their properties and sizes e.g. sort triangles to find those that are isosceles and/or have a right angle□ Complete a simple symmetric figure with respect to a specific line of symmetry **STATISTICS** **Use and Interpret Data** Interpret and present discrete data using appropriate graphical methods, including bar charts, using a greater range of scales Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs **Competencies** Roman Numerals 2D & 3D shapes (F)	multiplying and adding, including using the distributive law to multiply two digit numbers by one digit e.g.34 × 6 = (30 ×6) + (4 × 6), integer scaling problems and harder correspondence problems such as 'n' objects are connected to 'm' objects e.g. the number of different choices on a menu **MEASUREMENT** **Measurement** Read, write and convert time between analogue and digital 12 and 24-hour clocks e.g. ¼ to 8 in the evening can be written as 19:45 Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. e.g. which of these children are 3 years old: Isabel 39 months Ben 32 months Cara 50 months Dylan 42 months **GEOMETRY** **Properties of Shapes** Identify acute and obtuse angles and compare and order angles up to two right angles by size, without using a protractor **Position and Direction** Describe positions on a 2-D grid as coordinates in the first quadrant	calculate different measures, including money in pounds and pence **GEOMETRY** **Properties of Shapes** Compare and classify geometric shapes, including quadrilaterals (e.g. parallelogram, rhombus, trapezium) and triangles (e.g. isosceles, equilateral, scalene), based on their properties and sizes e.g. sort quadrilaterals to find those with line symmetry or parallel edges Complete a simple symmetric figure with respect to a specific line of symmetry **STATISTICS** **Use and Interpret Data** Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs, using a greater range of scales e.g. height of a sunflower plant, measured daily for 2 weeks Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs **Times Table test** **Time facts**	with exact answers when dividing by a one-digit number e.g. 736 ÷ 8 Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit e.g.34 × 6 = (30 ×6) + (4 × 6), integer scaling problems and harder correspondence problems such as n objects are connected to m objects e.g. 3 cakes shared equally between 10 children **MEASUREMENT** **Measurement** Read, write and convert time between analogue and digital 12 and 24-hour clocks Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres e.g. find the perimeter of an L-shape where the lengths are given or can be measured Find the area of rectilinear shapes by counting squares e.g. find the area of an L-shape drawn on squared paper **Position and Direction**	Estimate, compare and calculate different measures, including money in pounds and pence e.g. put in order: 4.2kg, 4700g, 4½kg, 490g **GEOMETRY** **Properties of Shape** Compare and classify geometric shapes, including quadrilaterals (e.g. parallelogram, rhombus, trapezium) and triangles (e.g. isosceles, equilateral, scalene), based on their properties and sizes Complete a simple symmetric figure with respect to a specific line of symmetry. Identify acute and obtuse angles and compare and order angles up to two right angles by size, without using a protractor Compare lengths and angles to decide if a polygon is regular or irregular. e.g. regular polygons have edges with the same lengths and angles all the same size e.g. a square is the only regular quadrilateral **STATISTICS** **Use and Interpret Data** Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and

			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 ***(Maths Week) Introduction to excel spreadsheets and financial planning. Exploring formatting of cells and familiarisation of program. Creating pictograms using scale on Purple Mash. (Computing)*** ***(R)*** ***Financial Literacy Profit and Loss*** **Competencies** Angles Measurement Conversions (F)		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 **Competencies** Equivalent fractions 3D shapes (F)	time graphs, using a greater range of scales Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs **Identify lines of symmetry in 2-D shapes presented in different orientations** ***Sports Week – Recording times and distances and comparing to famous athletes*** **(PS) (R)** **Revise** Place Value – compare and order numbers up to 1000 **Revise** times table knowledge up to 12 **Revise** and problem solve using fractions **Revise** the 4 operations – mental and written methods **Competencies** Revise Roman numerals up to 20 (F)