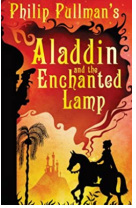
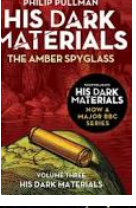





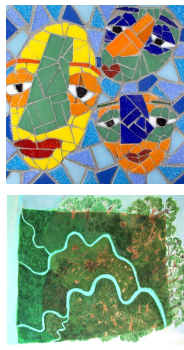
“Everyone valued, everyone challenged, everyone achieving.”

YEAR 4 CURRICULUM						
DRIVERS	WELLBEING	COMMUNICATION	POSSIBILITIES	CULTURE	ENTERPRISE	
<b>BIG IDEAS</b>	<b>IDENTITY</b> <b>Identity</b> is who you are. The <b>identity</b> of a person or place is the characteristics that they have that distinguish them from others. Erasmus project - Unblocking Limits Together.	<b>DIVERSITY</b> <b>Diversity</b> is how people, places or things are different from each other. The <b>diversity</b> of something is the fact that it contains many different elements. Erasmus project - Unblocking Limits Together.	<b>SPACE TIME</b> <b>Space and time</b> are interlinked and connect everything that is in our past, present and future world, universe or creation.	<b>TECHNOLOGY</b> <b>Technology</b> describes the methods, systems and inventions of solving problems using scientific knowledge	<b>INTERDEPENDENCE</b> <b>Interdependence</b> describes how living things and non-living things relate to and depend on one another	<b>SUSTAINABILITY</b> <b>Sustainability</b> means taking care of our planet and using its natural resources in a way that protects the future
<b>THEMES</b>	<b>EAST MEETS WEST</b> What would it have been like to have lived during an early civilisation? How would life be different? What would be the same? An exploration of early Islamic civilisation in contrast with British history: the expansion of Islam: the significance of early Baghdad: the impact of early Islamic inventions and discoveries; how Islamic civilisation has influenced our culture and ideas as well as the key individuals that studied at the House of Wisdom also known as the Grand Library of Baghdad.		<b>INVADERS</b> What was it like to live during the Roman times? What does ‘empire’ mean? How did the Romans feel when they invaded other countries? How would it feel waiting for an imminent volcanic eruption? Why was Mount Vesuvius a potential threat to Roman society? What was Britain like at the time when the Romans invaded? An exploration of life during the Roman empire and what happened when the full might of the Roman army landed in ancient Britain. How its legacy of innovations in engineering, culture, language and laws has changed Britain and shaped the world we live in today.		<b>AMAZONIA</b> How does climate affect different regions of our world? What would it feel like to live in the Amazon Rainforest? How different would life be there in comparison to home? With the threat of global warming and pollution levels rising, what can we learn from the changing story of the Amazon Rainforest and the impact of climate changes, weather conditions on its future? An investigation into how the human race is changing the world for better and for worse and what we as individuals can do to respond in sustainable ways.	
<b>EVENTS</b>	National Poetry Day Black History Month October National Anti-Bullying Week Remembrance Day World Children’s Day		Holocaust Remembrance Day International Mother Language Day (promoting linguistic and cultural diversity) World Book Day World Poetry Day National Science & Engineering Week		World Earth Day World Environment Day Children’s Book Week World Refugee Day	

ENRICHMENT	V&A visit or British Museum Islamic Gallery		Museum of London Roman Gallery		Kew Gardens	
<b>ENGLISH</b> Author Focus Philip Pullman   	<b>Basic Skills</b> <b>(1 week)</b>	<b>Fiction:</b> Narrative (Stories from another culture) <b>One Thousand and One Arabian Nights</b> (2 weeks)	<b>Fiction: Narrative</b> <b>(Historical settings)</b> <b>Context: What happened when Mt Vesuvius erupted?</b> Escape from Pompeii by Christina Balit (3 weeks)	<b>Poetry:</b> (shape poems ) <b>Window by Jeannie Baker</b> (2 weeks)	<b>Non-fiction:</b> Persuasive writing (Travel brochure linking to Erasmus countries) (4 weeks) <b>The Great Kapok Tree Journey to the River Sea by Eva Ibbotson</b>	<b>Fiction:</b> Narrative/Play scripts (Stories which raise issues) Save the rainforest! Links with Geography (3 weeks)
	<b>Fiction:</b> Character description Setting description Narrative (Stories from another culture) <b>Aladdin and the Enchanted Lamp</b> (3 weeks including Assessment writing)	<b>Non-fiction:</b> (Formal Letters) Context: British Values Links to PSHE (3 weeks including Assessment writing) Erasmus project - Unblocking Limits Together.	<b>Non-fiction:</b> Chronological Report/ Character description Context: Roman invasion of Britain/ Boudicca Links to History (2 weeks)	<b>Fiction: Narrative</b> (Myths & legends) Context: How was Rome founded? Romulus & Remus Links to History (2 weeks)	<b>Fiction/Non-fiction:</b> Newspaper report/Diary entry Context: Brazil Links to Geography (3 weeks including Assessment writing)	<b>Poetry:</b> (Exploring a theme – Refugees ) <b>Benjamin Zephaniah's 'We Refugee' (1 week)</b>
	<b>Non-fiction:</b> Biography Context: Why is Harriet Tubman so important? Links to Black History (EMA) <b>Biography</b> linked to Science Thomas Edison <b>Poetry</b> - Linked to Identity  <b>Music Project</b>	<b>Non-fiction:</b> Explanation		<b>Shakespeare Week:</b> <b>The Taming of the Shrew</b> (1 week) <b>Suggest Anthony and Cleopatra Julius Caesar</b>		<b>Poetry:</b> Onomatopoeia, List poems and Kennings Context: Animals, Sound, Musical Instruments Links to Music and Science (2 weeks including Assessment writing) <b>The Lost Words</b>
<b>GUIDED READING</b> Take One Book	<b>Charging About: The Story of Electricity</b> <b>Cloud Tea Monkeys</b>	<b>A Dolloop of Ghee and a Pot of Wisdom</b>	<b>Escape from Pompeii</b>	<b>Roman Fort</b>	<b>Lob</b>	<b>The Story of the Blue Planet</b>
<b>MATHS</b>	Basic Skills (2wks) linked <b>Numbers to 1000</b> MNP Chapter 1 (6 Weeks)	<b>Addition and Subtraction within 10 000</b> MNP Chapter 2 (3 weeks) <b>Multiplication and</b>	<b>Further Multiplication and Division</b> MNP Chapter 4 (3 weeks) <b>Graphs</b>	<b>Fractions</b> MNP Chapter 6 (4 weeks) <b>Time</b> MNP Chapter 7 (1 week)	<b>Decimals</b> MNP Chapter 8 (3 weeks) <b>Money</b>	<b>Area of figures</b> MNP Chapter 11 (1 week) <b>Geometry</b>

		<b>Division</b> MNP Chapter 3 (3 weeks) <b>Further Multiplication and Division</b> MNP Chapter 4 (1 week)	MNP Chapter 5 (1 week)		MNP Chapter 9 (2 weeks) <b>Mass, Volume and Length</b> MNP Chapter 10 (2 weeks)	MNP Chapter 12 (2 weeks) <b>Position and Movement</b> MNP Chapter 13 (2 weeks) <b>Roman Numerals</b> MNP Chapter 14 (1 week)
HISTORY	<b>Early Islamic civilization, including a study of Baghdad</b>  Why were so many new discoveries made in the Islamic world? The House of Wisdom and the role of knowledge in the Arab world, and the part played by Islamic society in passing knowledge on from ancient civilisations to Europe. <a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks2-baghdad-in-900ad/zifxpg8#:~:text=Baghdad%20at%20the%20time%20was,caliph%20was%20therefore%20extremely%20wealthy,https://islamicworld.britishmuseum.org/video/1https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-to-pics/early-islamic-civilisation/rise-and-fall-baghdad/https://www.twinkl.co.uk/resource/t2-h-4331-the-role-of-baghdad-in-the-early-islamic-civilisation-lesson-teaching-pack">https://www.bbc.co.uk/teach/class-clips-video/history-ks2-baghdad-in-900ad/zifxpg8#:~:text=Baghdad%20at%20the%20time%20was,caliph%20was%20therefore%20extremely%20wealthy,https://islamicworld.britishmuseum.org/video/1https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-to-pics/early-islamic-civilisation/rise-and-fall-baghdad/https://www.twinkl.co.uk/resource/t2-h-4331-the-role-of-baghdad-in-the-early-islamic-civilisation-lesson-teaching-pack</a>	<b>The Roman Empire and its impact on Britain</b> <a href="https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-rome/virtual-visit-roman-britain-treasure-challenge">https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-rome/virtual-visit-roman-britain-treasure-challenge</a> The rise and fall of the Roman Empire, including its leaders Julius Caesar and Septimius Severus <ul style="list-style-type: none"><li>• The Roman Empire and its impact on Britain.</li><li>• The Roman Empire by AD 42 and the power of its army.</li><li>• Julius Caesar’s attempted invasion in 55-54 BC.</li><li>• Successful invasion by Emperor Claudius and conquest.</li><li>• British resistance, for example, Boudica</li></ul> ‘Romanisation’ of Britain <a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-roman-empire-and-its-effects-on-britain/zrvs382">https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-roman-empire-and-its-effects-on-britain/zrvs382</a> <a href="https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z2dr4wx">https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z2dr4wx</a> <ul style="list-style-type: none"><li>• Explore roman roads, ruins and the religious impact on Britain</li><li>• How did Romans change towns, language and writing numbers?</li></ul>	<b>The Mayans</b>  Deep in the rainforests of Central America, pupils explore Mayan ruins and uncover the life, society and civilisation of both ancient and modern Mayan people <ul style="list-style-type: none"><li>• What do Mayan artefacts and ruins tell us about Maya civilisation and the conquistadors?</li><li>• How was Mayan society structured and organised, how is it similar or different to now?</li><li>• What games did the Mayans play?</li><li>• Why was farming so important to the Mayans?</li><li>• Who were the Maya gods and how did Mayan beliefs affect daily life? What was the role of priests in society?</li><li>• Who was Pakal the great?</li><li>• Use a variety of sources to discover what Mayan daily life was like</li><li>• Explore the logographic script</li><li>• Why did the Maya civilisation come to an end?</li><li>• <a href="https://www.bbc.co.uk/bitesize/topics/zq6svcw">https://www.bbc.co.uk/bitesize/topics/zq6svcw</a></li></ul>			
GEOGRAPHY	<b>Geography of the Middle East</b> The countries and geography of the Middle East. The flags, maps, facts, exports, natural resources, economy, populations, and languages of the Middle East <a href="https://www.twinkl.co.uk/resource/t3-g-365-physical-geography-of-the-middle-east-activity-pack">https://www.twinkl.co.uk/resource/t3-g-365-physical-geography-of-the-middle-east-activity-pack</a> <a href="https://www.tes.com/teaching-resource/middle-east-map-skills-11004000">https://www.tes.com/teaching-resource/middle-east-map-skills-11004000</a> <ul style="list-style-type: none"><li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li><li>• 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</li><li>• Locate the world’s countries, using maps to focus on key physical and human characteristics, countries, and major cities - Middle East</li><li>• Explore mountains, plateaus, deserts - the north the region is almost completely ringed by mountain ranges, fertile River Valleys, climate</li></ul>	<b>Volcanoes/Earthquakes - Pompeii</b> <ul style="list-style-type: none"><li>• Identify the difference between human and physical geography</li><li>• Understand the key aspects of physical geography - volcanoes/earthquakes</li><li>• Read a world atlas, highlighting longitude, latitude, and the different hemispheres, tropic of cancer, tropic of capricorn and using this knowledge to understand the locations of volcanoes.</li><li>• Understand how volcanoes and earthquakes affect human life</li><li>• Identify the advantages and disadvantages of volcanoes and earthquakes.</li><li>• Study the volcanic eruption in Pompeii and understand how this event has impacted people living there.</li></ul> <a href="https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zd9cxyc">https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zd9cxyc</a> <a href="https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zj89t39">https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zj89t39</a>	<b>A Region in North/South America Rainforests/Brazil</b> <a href="https://www.actionaid.org.uk/school-resources/resource/ks2-amazon-rainforest-brazil-package">https://www.actionaid.org.uk/school-resources/resource/ks2-amazon-rainforest-brazil-package</a> <ul style="list-style-type: none"><li>• Where are rainforests located?</li><li>• What are the layers within the forest?</li><li>• Learn and understand the physical and human geography found in North/South America - Brazil</li><li>• Make comparisons of the physical and human geography between South/North America with the UK.</li><li>• Examine how climate has an impact on the physical geographical features, lifestyle and food.</li><li>• Identify the difference in settlement, land use, economic activity, climate zones, rivers and mountains between Brazil and the UK.</li><li>• Deforestation and its threat to the world</li></ul>			
SCIENCE	<b>Working scientifically</b> <ul style="list-style-type: none"><li>• Asking increasingly relevant questions and identifying appropriate types of scientific enquiries to answer them.</li><li>• Planning simple practical enquiries, comparative and fair tests.</li><li>• Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</li><li>• Gathering, recording, classifying and presenting data in a variety of ways to help in answering pupils’ own questions.</li><li>• Recording findings using scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li><li>• Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li></ul>					

	<ul style="list-style-type: none"><li>Using results to draw conclusions, make predictions for new values, suggest improvements and raise further questions.</li><li>Identifying differences, similarities or changes related to simple scientific ideas and processes.</li><li>Using straightforward scientific evidence, from a range of secondary sources, to answer questions or to support their findings.</li></ul>											
	<p><b>Electricity</b> <b>Thomas Edison</b></p> <ul style="list-style-type: none"><li>Identify common appliances that run on electricity</li><li>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li><li>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</li><li>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</li></ul>		<p><b>States of Matter</b> <b>Albert Einstein</b></p> <ul style="list-style-type: none"><li>Compare and group materials together, according to whether they are solids, liquids or gases</li><li>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)</li><li>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li></ul>		<p><b>Sound</b> <b>Alexander Bell</b></p> <ul style="list-style-type: none"><li>Identify how sounds are made, associating some of them with something vibrating</li><li>Recognise that vibrations from sounds travel through a medium to the ear</li><li>Find patterns between the pitch of a sound and features of the object that produced it</li><li>Find patterns between the volume of a sound and the strength of the vibrations that produced it</li><li>Recognise that sounds get fainter as the distance from the sound source increases</li></ul>		<p><b>Living things and their habitats</b> <b>Jane Goodall</b></p> <ul style="list-style-type: none"><li>Recognise that living things can be grouped in a variety of ways</li><li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li><li>Recognise that environments can change and that this can sometimes pose dangers to living things.</li></ul>		<p><b>Animals including humans</b> <b>Al-Jahiz</b></p> <ul style="list-style-type: none"><li>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</li><li>Construct and interpret a variety of food chains, identifying producers, predators and prey.</li></ul>			
RE	<p><b>Muslim/Sikh</b></p> <p>What happens when someone gets married? The importance of wedding ceremonies and symbolism contained in the customs and rituals in Sikhism and Islam.</p>		<p><b>Christianity</b></p> <p>What is The Bible and why is it important to Christians? To explore the ways the Bible stories speak today about relationships, safety and danger, vulnerability and the ‘hand of God’ in human life.</p>		<p><b>Hinduism</b></p> <p>How and why do Hindus worship at home or at the Mandir? To explore Hindu worship at home and in the Mandir, and explore some of the objects used in worship and their symbolism, and how these have an impact on daily life.</p>		<p><b>Christianity</b></p> <p>Why is Easter important to Christians?Baltic Plus   Abel Rodríguez The significance and meaning of the death and resurrection of Jesus and the symbolism to today’s Christian beliefs in Easter.</p>		<p><b>Multi Faith</b></p> <p>What makes me the person I am? To Reflect on different aspects of identity, on ideas about what is distinctive about individuals and what they share with others and the world around them.</p>		<p><b>Multi Faith</b></p> <p>What religions are represented in our neighbourhood? To develop understanding of local religions by collecting and interpreting evidence from a range of sources and how communities express their identity.</p>	
ART & DESIGN	<p><b>Tessellation &amp; Animation</b> <b>Dana Awartani - Contemporary Islamic Art</b> Islamic art (geometric patterns) <a href="https://islamicworld.britishmuseum.org/video/4">https://islamicworld.britishmuseum.org/video/4</a> <a href="http://ayeshagamiet.com/pattern-in-islamic-art/teaching-resources-islamic-art/">http://ayeshagamiet.com/pattern-in-islamic-art/teaching-resources-islamic-art/</a> <a href="#">Dana Awartani - Islamic Art resources</a></p>				<p><b>Monstrous Mosaics</b> <b>Niki de St Phalle - (The Taroc Garden) - Outsider Art</b> (Links with <i>Alexander Mosaic</i> in Pompeii), <b>Tony Cragg - Contemporary</b> Mosaic collage monsters and myths (Roman mosaics) <a href="#">Niki de St Phalle - Mosaic resources</a></p> <p>Skills: Research types of mosaics. Design and create mosaic (tiles, paper square), tracing, transferring drawing plan, mosaic</p>				<p><b>Jungle Illustration Field Guide</b> <b>Colombian Indeginous Artist - Abel Rodriguez - Outsider Art</b> <a href="#">Amazon Jungle Drawings - Abel Rodríguez</a> <b>Henri Rousseau - Primitivism</b> <a href="https://www.nationalgallery.org.uk/stories/make-and-create-a-collage-inspired-by-rousseaus-surprised">https://www.nationalgallery.org.uk/stories/make-and-create-a-collage-inspired-by-rousseaus-surprised</a></p> <p>Skills: Pen and ink, biro, painting, Illustration, drawing, tracing, collage,</p>			

	<p>Skills: Pattern, tessellation, geometry, collage, spinning tops, stop frame animation</p> <ul style="list-style-type: none"><li>Explore environmental and man made patterns</li><li>Dana Awaranti appreciation - tessellation patterns computer generated</li><li>Moving patterns - spinners</li><li>Moving paper tessellation animation - ‘Stop Motion Studio’ App on tablets</li><li>Finish off stop frame animation</li><li>Editing film (use app)</li><li>Screening and evaluation</li></ul>		<ul style="list-style-type: none"><li>Exploration of Roman mosaics in paper form</li><li>Niki de St Phalle appreciation - designing their monster</li><li>Tony Cragg appreciation - collection of found objects and Foam board base preparation tracing</li><li>Mosaic</li><li>Finish mosaic and final grout</li><li>Evaluation</li></ul>		<p>zine book construction</p> <ul style="list-style-type: none"><li>Exploration of the Amazon - look at maps, river, jungle layout (canopy, under story, forest floor), plants and animals, importance of Amazon Rainforest to World climate</li><li>Appreciation of Abel Rodriguez. Choose plants and animals to draw - pen and ink illustrations</li><li>Continue illustrations using tracings, watercolours, labels</li><li>Appreciation of Henri Rousseau jungle paintings. Create a collage jungle scene for book outcome.</li><li>Create a concertinaed illustrative zine book - ‘Field Guide to the Jungle’. Combine all the drawings.</li><li>Evaluation</li></ul>	
DT	<p><b>Electrical Systems - Alarm (Science links)</b></p> <ul style="list-style-type: none"><li>Children will look at a variety of alarm systems and consider their uses. investigate creating working circuits with a variety of switches.</li><li>Design and then make an alarm system using knowledge of electrical circuits.</li><li>To know how electrical circuits and components can be used to create functional products</li><li>To use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas</li><li>To select tools and equipment suitable for the task and explain their choice in relation to the skills and techniques they will be using. To select materials and components suitable for the task and explain their choice according to functional properties and aesthetic qualities.</li><li>To accurately assemble, join and combine materials and components.</li></ul>		<p><b>Mechanisms - design and make a slingshot (Roman Invasions)</b></p> <ul style="list-style-type: none"><li>Through the investigation, design, make, evaluate cycle, children will look at moving weapons used by the Romans such as the ballista, onager or scorpio.</li><li>Using images and models, to investigate how these are made, looking at the structures and moving parts.</li><li>They will design their own mechanised weapon (ballista, onager, scorpio). Using their measuring, mark making, cutting and joining skills, they will make a model of a Roman artillery vehicle.</li><li>To select tools and equipment suitable for the task and explain their choice in relation to the skills and techniques they will be using. To select materials and components suitable for the task and explain their choice according to functional properties and aesthetic qualities.</li></ul>		<p><b>Textiles - cross stitch, applique and fastenings</b></p> <p><b>Mayan inspired patterns to embellish a felt pouch/book jacket</b></p> <p><a href="https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-4/textiles-fastenings/">https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-4/textiles-fastenings/</a></p> <p><a href="https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-3/textiles-cushions-or-egyptian-collars/textiles-cushions/">https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-3/textiles-cushions-or-egyptian-collars/textiles-cushions/</a></p> <ul style="list-style-type: none"><li>Learn how to sew cross-stitch and appliqué</li><li>Design a product and its template</li><li>Decorate fabric using appliqué and cross stitch</li><li>Identify and evaluate different types of fastenings</li><li>Complete addition of chosen fastening</li><li>Product evaluation and marketing for summer bazaar</li></ul>	
COMPUTING	Computing systems and networks - The internet	Creating media - Audio Production	Programming A - Repetition in shapes	Data and information - Data logging	Creating media - Photo editing	Programming B - Repetition in games
MUSIC	<p><b>Ballads</b></p> <p><b>Mayada Bseliss</b></p> <p><b>Arabic music</b></p> <p><b>Kapow unit Ballads (Y3)</b></p> <p>Identifying the key features of a ballad.</p> <p>Performing a ballad with lyric fluency and actions.</p>		<p><b>Romans</b></p> <p><b>Beethoven, John Barry</b></p> <p><b>Classical music and film soundtrack</b></p> <p><b>Kapow unit Romans (Y4)</b></p> <p>Learning a new song by singing in time. Identify the aurally and play a repeated pattern. Creating and performing a motif, notating it with reasonable accuracy.</p>		<p><b>Rainforest</b></p> <p><b>Sam Tsui, Alex G, Kina Grannis, Kurt Schneider-</b></p> <p><b>‘When I’m gone’</b></p> <p><b>Popular music</b></p> <p><b>Kapow unit Rainforest (Y4)</b></p> <p>Identifying the structure of a piece of music.</p> <p>Contrasting rhythms being played alongside each other. Playing a sequence in the correct order.</p>	

PE	Basketball (Outdoors) Yoga (Indoors)		Tag Rugby (Outdoors) Hockey (Indoors)	Football (Outdoors) Gymnastics (Indoors)		Tennis (Outdoors) Badminton (Indoors)	Rounders (Outdoors) Athletics(Indoors)		Athletics (Outdoors) Athletics (Indoors)
PSHCE	Healthy lifestyles	Growing & Changing	Keeping Safe	Feelings and Emotions	Healthy Relationships	Valuing Differences	Rights and Responsibilities	Environ- ment	Money
French	<ul style="list-style-type: none"> <li>Ask and respond to simple questions.</li> <li>Names of animals, recognising feminine and masculine nouns.</li> <li>Learn a poem</li> <li>Create sentences from a model /memory.</li> <li>Adjectives to describe animals</li> </ul>			<ul style="list-style-type: none"> <li>Adjectives to describe feminine and masculine nouns.</li> <li>Follow a short text.</li> <li>Recognise months of the year.</li> <li>Write some familiar phrases using models and from memory.</li> <li>Possessive pronouns.</li> <li>Celebrations</li> <li>Learn a poem</li> </ul>			<ul style="list-style-type: none"> <li>Develop vocabulary for questioning.</li> <li>Numbers up to 49.</li> <li>Recognise some towns and cities in France on a map.</li> <li>Alphabet</li> <li>Reciting some poems from memory.</li> <li>Learn a poem</li> </ul>		
END OF DAY READING	<b>Archaic</b> The Railway Children Edith Nesbit Five Children and It Edith Nesbit Emil and the Detectives Erich Kastner Peter Pan J.M. Barrie		<b>Non-linear sequences</b> The Firework Maker's Daughter Phillip Pullman Fortunately, the Milk Neil Gaiman The Butterfly Lion Micheal Morpurgo Walk Two Moons Charon Creech	<b>Narratively Complex</b> The Five Realms: The Legend of Podkin One-Ear Keiran Larwood The World According to Humphrey Betty G. Bimey The Case of the Lost Boy Dori Hillestad Butle	<b>Symbolic Text</b> The Iron Man Ted Hughes Revolt Rhymes (poem) Roald Dahl	<b>Resistant Text</b> Cloud Busting Malorie Blackman Something Told the Wild Geese (poem) Rachel Field	<b>Class Choice</b>		