



Christleton Primary School

Connected Curriculum

Year 4

Curriculum Design



Look up



Look out



Look beyond

Be the best you can be

Curriculum Delivery



Ignite

Introduction of the Context for Learning

A question is used to spark interest.

Pre-planning.

Describe, list, outline, find, label, draw, match.

Pre-planning questions are used to shape how learning takes place, drawing objectives from the national curriculum and key skills from our skills progression documents.



Explore

Exploration of the Context for learning

Sequence, classify, compare and contrast, explain (cause and effect), analyse, organise, distinguish, question, relate, apply, link prior learning.

The planned sequence of learning is followed to provide the children with the knowledge and skills required. Additions may be made in response to events, further questions, assessments or responding to the interests of the children.



Reflect

Reflection on the Context for Learning

Generalise, predict, evaluate, reflect, hypothesise, theorise, create, prove, justify, argue, compose, design, construct, perform.

The children are able to communicate their learning to others via a variety of means.

Be the best you can be

Year Four	Autumn Term		Spring		Summer	
	First	Second	First	Second	First	Second
	Exploring an ancient society		Developing an Empire		Cestrian Life	
Enquiry Concepts	Care, oppression, truth, love	Fear, individuality, tradition	Community, sacrifice, responsibility, resilience	Community, trust, cohesion, common goals	Sustainability, beauty, value, choice	Freedom, loyalty, choice
Enquiry Question	What can animals teach us?	Is fear always a bad thing?	Can good come from disaster?	How can people work better with each other?	What is beauty?	Can you ever have real independence?
Main Texts used	Gorilla	Leon and the Place Between	Escape from Pompeii	When the Giant stirred	Where the forest meets the Sea Rainforests in 30 seconds	Blue John
Science	Animals including humans	Sound	States of matter	Living things and their habitats		Electricity
History	Ancient Greece – looking at architecture, democracy, the Olympic Games and other influences in life in the western world		The Roman Empire and its impact on Britain The Roman invasion and the importance of Hadrian's wall The significance of roads in Roman Britain		A local history study; the Roman invasion of Chester	
Geography	Focus on Europe and the differences between the countries within.		Focus on Europe and the differences in human and physical geography within the countries. The water cycle – significant rivers in Europe		Naples Bay compared with the North west Key features of Volcanoes and Earthquakes	
Computing	Create and manipulate 3D images in apps such as Minecraft		Explore internet uses by collaborating on an online document, investigating website design and creating own blogs		Create a movie by filming and editing	
D&T		Make a fairground game / mechanical toy. Use gears, pulleys, levers, linkages		Create and test an escape raft – select and evaluate materials		Make a head torch to see in a cave (use electrical systems – link to science)
Art	Ancient Greece Pottery Designs Drawing and painting and printing Karen Lederer		Mosaics linked to the Romans		Henri Rousseau – collage Tropical forest with apes and snakes Tiger in a tropical storm	
PE	Invasion Games: Tag Rugby Gymnastics	Invasion Games: Netball Indoor Athletics	Games: Hockey Swimming	Dance OAA- team building	Athletics Batting and Fielding games; Cricket	Athletics Net and wall games
RE	Judaism How do Jews demonstrate their faith through their communities?	Christianity Why do Christians think about Incarnation at Christmas?	Christianity How did Jesus teach about God and values through parables?	Christianity How can I understand different Easter concepts?	Humanism What is Humanism?	Hinduism How do Hindus worship?
Music	Term 1 – Title: Mamma Mia	Unit Theme: Abba's Music Term 2 – Title: NOT Glockenspiel	Term 3 – Title: NOT Stop!	Term 4 – Title: Lean on Me Unit Theme: Soul / Gospel music and helping one another	Term 5 – Title: NOT Blackbird	Term 6 – Title: Reflect, Rewind and Replay Unit Theme: The history of music, look back and consolidate your learning, learn some of the language of music
	Wider opportunities instrument one		Wider opportunities instrument two		Wider opportunities instrument three	
MFL	Days of the week	Christmas	Numbers 13-31	Dates	Birthdays	Weather
SRE	Growing and Changing		What is puberty		Puberty Changes and Reproduction	
PSHE - Heartsmart	Don't forget to let love in!	Too much selfie isn't healthy!	Don't hold on to what's wrong!	Fake is a mistake!	No way through isn't true!	
Kagan Strategies	Revise and embed all previously taught strategies Rally Robin, Stand up-Hand up-Pair up, Quiz-Quiz-Trade, Timed Pair Share, Talking Chips, Simultaneous Round Table, Write Round Robin and Jigsaw					
	To introduce and master Numbered Heads and Rally Coach					
Learning Power	Managing Distractions (Resilience Muscle)	Empathy and Listening (Reciprocal Muscle)	Imagining (Resourceful Muscle)	Meta-Learning (Reflective Muscle)	Perseverance (Resilience Muscle)	Reasoning (Resourceful Muscle)
No Outsiders	Dogs don't do ballet	King and King	The Way Back Home	The Flower	Red: A crayon's story	
British Values	Rule of Law	Mutual Respect	Democracy		Individual liberty	Tolerance of those of different faiths and beliefs
Residential					Marle Hall Residential	
Trips / visitors			Water Workshop United Utilities	Roman Chester Class Trip		
Whole school events	International day of democracy National Poetry Day Harvest Festival	Bonfire night (Fire safety) Anti-Bullying Week Remembrance Day Christmas Jumper Day Christmas Performances / Service	National Handwriting Day Big Garden Birdwatch Story Telling Week Safer Internet Day	Shrove Tuesday World Book Day Mother's Day Good Friday Easter Service	Health week Walk to School Week Outdoor Classroom Day	Pride Month
Events	McMillan Coffee morning	Children in Need	Mental Well-being week	Race for Life Den Day		

Be the best you can be

English

Reading

Word reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

- Develop positive attitudes to reading, and an understanding of what they read, by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - identifying themes and conventions in a wide range of books
 - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - discussing words and phrases that capture the reader's interest and imagination
 - recognising some different forms of poetry
- Understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than 1 paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- Retrieve and record information from non-fiction
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Writing

Composition

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Proofread for spelling and punctuation errors
- Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Transcription

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Common Exception Words

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

Be the best you can be

Year 4: Detail of content to be introduced (statutory requirement)	
Word	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] Use of commas after fronted adverbials
Terminology for pupils	determiner pronoun, possessive pronoun adverbial

Maths

Number

Number and Place Value

- count in multiples of 6, 7, 9, 25 and 1,000
- find 1,000 more or less than a given number
- count backwards through 0 to include negative numbers
- recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s and 1s)
- order and compare numbers beyond 1,000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1,000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value

Addition and Subtraction

- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

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 3 numbers
- 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
- solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

Fractions

- recognise and show, using diagrams, families of common equivalent fractions
- count up and down in hundredths; recognise that hundredths arise when dividing an object by a 100 and dividing tenths by 10.
- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- add and subtract fractions with the same denominator
- recognise and write decimal equivalents of any number of tenths or hundredths
- recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$
- 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 ones, tenths and hundredths
- round decimals with 1 decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to 2 decimal places
- solve simple measure and money problems involving fractions and decimals to 2 decimal places

Measure

- convert between different units of measure
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting squares
- estimate, compare and calculate different measures, including money in pounds and pence
- 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

Geometry, Position and Direction

- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to 2 right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry
- describe positions on a 2-D grid as coordinates in the first quadrant
- describe movements between positions as translations of a given unit to the left/right and up/down
- plot specified points and draw sides to complete a given polygon

Statistics

- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

Science

Working Scientifically			
Plan	Do	Record	Review
<ul style="list-style-type: none"> <input type="checkbox"/> ask relevant questions <input type="checkbox"/> set up simple practical enquiries, comparative and fair tests <input type="checkbox"/> begin to choose ways to try and answer a question <input type="checkbox"/> put forward own ideas and make some planning decisions <input type="checkbox"/> suggest ways of making the test fair or if it can't be fair how they will answer it by looking for a pattern <input type="checkbox"/> from a selection say what equipment is needed <input type="checkbox"/> suggest the type of data needed to be collected <input type="checkbox"/> make simple predictions based on everyday experience and knowledge 	<ul style="list-style-type: none"> <input type="checkbox"/> Making systematic and careful observations and where appropriate taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers <input type="checkbox"/> carry out a fair test or pattern seeking enquiry with help <input type="checkbox"/> compare 3 or more things <input type="checkbox"/> use simple standard measures; m, cm, mm, kg, g, cm³, minutes, seconds, Newton. <input type="checkbox"/> measure to the nearest whole or half unit or mixed units. <input type="checkbox"/> read scales to the nearest division labelled and unlabelled. 	<ul style="list-style-type: none"> <input type="checkbox"/> gathering, recording, classifying and present data in a variety of ways to help in answering questions <input type="checkbox"/> recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables <input type="checkbox"/> construct a simple 2 column table <input type="checkbox"/> draw bar charts 1:1, 1:2, 1:5 and 1:10 scale & begin to plot line graphs 	<ul style="list-style-type: none"> <input type="checkbox"/> reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions, making predictions for new values <input type="checkbox"/> using results to draw simple conclusions and suggest improvements, and raise further questions new questions <input type="checkbox"/> identifying differences, similarities or changes related to simple scientific ideas and processes <input type="checkbox"/> say what they have found out and give an explanation for observations and simple patterns based on everyday experience

Science

Living Things and Their Habitats	Electricity	Animals Including Humans
<ul style="list-style-type: none"> <input type="checkbox"/> Can I recognise that living things can be grouped in a variety of ways? <input type="checkbox"/> Can I explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment? <input type="checkbox"/> Can I recognise that environments can change and that this can sometimes pose dangers to living things? 	<ul style="list-style-type: none"> <input type="checkbox"/> Can I identify common appliances that run on electricity? <input type="checkbox"/> Can I construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers? <input type="checkbox"/> Can I 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? <input type="checkbox"/> Can I recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit? <input type="checkbox"/> Can I recognise some common conductors and insulators, and associate metals with being good conductors? 	<ul style="list-style-type: none"> <input type="checkbox"/> Can I describe the simple functions of the basic parts of the digestive system in humans? <input type="checkbox"/> Can I identify the different types of teeth in humans and their simple functions? <input type="checkbox"/> Can I construct and interpret a variety of food chains, identifying producers, predators and prey?
Sound		
<h3 style="text-align: center;">States of Matter</h3> <ul style="list-style-type: none"> <input type="checkbox"/> Can I compare and group materials together, according to whether they are solids, liquids or gases? <input type="checkbox"/> Can I 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)? <input type="checkbox"/> Can I identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature? 		<ul style="list-style-type: none"> <input type="checkbox"/> Can I identify how sounds are made, associating some of them with something vibrating? <input type="checkbox"/> Can I recognise that vibrations from sounds travel through a medium to the ear? <input type="checkbox"/> Can I find patterns between the pitch of a sound and features of the object that produced it? <input type="checkbox"/> Can I find patterns between the volume of a sound and the strength of the vibrations that produced it <input type="checkbox"/> Can I recognise that sounds get fainter as the distance from the sound source increases?
Vocabulary		
<p>classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus, teeth, incisor, canine, molar, premolars, herbivore, carnivore, omnivore, producer, predator, prey, food chain solid, liquid, gas, state change, melting, freezing, melting point, boiling point, evaporation, temperature, water cycle electricity, electrical appliance/device, mains, plug, electrical circuit, complete circuit, component, cell, battery, positive, negative, connect/connections, loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator, metal, non-metal, symbol sound, source, vibrate, vibration, travel, pitch (high, low), volume, faint, loud, insulation</p>		

Progression in identification and classification

By the End of Year Two	By the End of Year Four	By the end of Year Six
<p>Identifying and classifying</p> <ul style="list-style-type: none"> <input type="checkbox"/> compare observable and behavioural features of living things, materials and objects <input type="checkbox"/> sort and group in own way using both observable and behavioural features even when differences are slight <input type="checkbox"/> answer simple yes/no questions about a mystery object they have chosen <input type="checkbox"/> sort into two groups in which one group has a feature and the other doesn't <input type="checkbox"/> once they have decided sorting criteria explain where further additional items could be placed <input type="checkbox"/> use simple Venn diagrams to help sort things and record the groupings 	<p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <ul style="list-style-type: none"> <input type="checkbox"/> use Carroll and Venn diagrams to help sort things and record the groupings, sometimes re-sorting using different criteria <input type="checkbox"/> make simple branching data bases/ classification keys to for a few (3-6) things with easily observable differences and that can be named <input type="checkbox"/> use simple classification keys/ branching data bases to identify unknown items that have easily observable differences in their features <input type="checkbox"/> Carry out simple tests and sort and group based on the evidence of the results found. 	<p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Be aware of the term kingdom and know that most scientists classify things into five kingdoms. <input type="checkbox"/> Through direct observations where possible classify animals into vertebrates and invertebrates. <input type="checkbox"/> make keys and branching databases with 4 or more items <input type="checkbox"/> evaluate how well keys and databases work and make changes to improve them <input type="checkbox"/> explain why it is important to classify and why it is useful to scientists <input type="checkbox"/> plan what to test, how to test and collect evidence in order to classify

Art

Drawing	Painting	Printing	Sketch books
<ul style="list-style-type: none"> <input type="checkbox"/> Can I choose specific materials to draw with for a striking effect? <input type="checkbox"/> Can use line, tone, shape and colour to create mood and feeling? <input type="checkbox"/> Can I ensure my work is precise? <input type="checkbox"/> Can I experiment with scale and proportion? <input type="checkbox"/> Can I create accurate observational drawings? <input type="checkbox"/> Can I produce drawings using IT? <input type="checkbox"/> Can I develop techniques to create intricate patterns using a range of media? 	<ul style="list-style-type: none"> <input type="checkbox"/> Can I use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines? <input type="checkbox"/> Can I mix colours effectively for a purpose? <input type="checkbox"/> Can I experiment with colour to create mood? <input type="checkbox"/> Can I observe colour and suggest why it has been used? <input type="checkbox"/> Can I independently choose the right paint and / or equipment for the task? <input type="checkbox"/> Can I begin to discuss how I am influenced by the work of another artist? 	<ul style="list-style-type: none"> <input type="checkbox"/> Can I make printing blocks to create an accurate print design? <input type="checkbox"/> Can I accurately make repeating patterns? <input type="checkbox"/> Can I begin to experiment printing using multiple colours? 	<ul style="list-style-type: none"> <input type="checkbox"/> Can I adapt and refine ideas as they progress? <input type="checkbox"/> Can I annotate sketches with simple explanations of ideas?
			3D
Textiles	Collage	Use of IT	Knowledge
	<ul style="list-style-type: none"> <input type="checkbox"/> Can I combine pattern, colour and shape? <input type="checkbox"/> Can I independently select a range of media to produce a collaged image? <input type="checkbox"/> Can I add collage to a painted, printed or drawn background to enhance work? 	<ul style="list-style-type: none"> <input type="checkbox"/> Can I use the printed images I take with a digital camera and combine them with other media to produce art work? <input type="checkbox"/> Can I use the web to research an artist or style of art? <input type="checkbox"/> Can I present a collection of my work on a slideshow? 	<ul style="list-style-type: none"> <input type="checkbox"/> Can I explore work from other cultures and artists including Henri Rousseau? <input type="checkbox"/> Can I create original pieces that are influenced by studies of others? <input type="checkbox"/> Can I comment on artworks using visual language?
Vocabulary			
<p>Drawing: Line, tone, shape, colour, mood, feeling Painting: Shape, texture, pattern, lines, brush techniques Printing: Printing blocks repeating patterns Collage and Textiles: Pattern, colour, shape</p>			

Computing

Functional Skills (used throughout all areas of Computing)	Computer Science	Digital Literacy	Information Technology
<ul style="list-style-type: none"> <input type="checkbox"/> Can I use more than two fingers to enter text? <input type="checkbox"/> Can I use keyboard function keys e.g. shift, caps lock, num lock, space bar, return? <input type="checkbox"/> Can I rename a previously saved digital document or file appropriately? 	<ul style="list-style-type: none"> <input type="checkbox"/> Can I design, test and amend programs to achieve an intended objective, including controlling an external output? <input type="checkbox"/> Can I use nested loops to increase the efficiency of a program? <input type="checkbox"/> Can I use and change a pre-written function? <input type="checkbox"/> Can I understand a wider range of 'events' such as sprite interactions and button presses, and use them within programs? <input type="checkbox"/> Can I find errors in a program of my own design, and successfully debug to achieve a specific goal? 	<ul style="list-style-type: none"> <input type="checkbox"/> Can I evaluate how appropriate a website is? <input type="checkbox"/> Can I work collaboratively with others online, with support? <input type="checkbox"/> Can I search for and select relevant information (pictures and text) to use in other software? <input type="checkbox"/> Can I predict the effect(s) of changing the variables in digital simulations and observe the results? <input type="checkbox"/> Can I understand the reasons for using strong passwords? <input type="checkbox"/> Can I be aware of ways in which we interact with online communities and be able to suggest and use strategies for dealing with cyberbullying? 	<ul style="list-style-type: none"> <input type="checkbox"/> Can I use a range of features of layout and design such as text boxes, columns and borders? <input type="checkbox"/> Can I make use of a range of visual effects such as filters, hues, saturation, contrast and combining images to give different effects? <input type="checkbox"/> Can I create and add text, video, sound and other graphic effects to a video? <input type="checkbox"/> Can I layer sounds using music composition software? <input type="checkbox"/> Can I collect snapshot data from data loggers, selecting the appropriate tool to generate graphs or charts? <input type="checkbox"/> Can I create a branching database to sort and identify objects?

Vocabulary

Account, consequence, communication, consent, cyberbullying, download, permission, personal information, private, public, profile, search engine, web browser, SMART = Safe, Meet, Accept, Reliable, Tell

Algorithm, instructions, program, code, sequence, event, predict, explain, bug, debug, input, output, repetition loop, condition, action, if/else command, variable, backdrop, blocks, sprite

Search engine, web page, World Wide Web, internet, computer network, evaluate, relevant, client, router, server, DNS, save, import, edit, image, video, audio, web browser HTML, collaborative, heading, subheading, paragraph, font, image, link, layout, upload

Design and Technology

Designing	Making	Food and Nutrition
<ul style="list-style-type: none"> <input type="checkbox"/> Can I start to generate ideas, considering the purposes for which they are designing- link with Mathematics and Science? <input type="checkbox"/> Can I confidently make labelled drawings from different views showing specific features? <input type="checkbox"/> Can I develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail? <input type="checkbox"/> Can I identify the strengths and areas for development in my ideas and products? <input type="checkbox"/> Can I consider, when planning, the views of others, including intended users, to improve my work? <input type="checkbox"/> Can I learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products? <input type="checkbox"/> When planning explain their choice of materials and components according to function and aesthetic. 	<ul style="list-style-type: none"> <input type="checkbox"/> Can I select a wider range of tools and techniques for making their product safely? <input type="checkbox"/> Can I measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques? <input type="checkbox"/> Can I start to join and combine materials and components accurately in temporary and permanent ways? <input type="checkbox"/> Can I understand how mechanical systems such as CAMS create movement? <input type="checkbox"/> Can I understand how simple and more complex electrical circuits and components can be used to create functional products? <input type="checkbox"/> Understand how to reinforce and strengthen a 3D framework. <input type="checkbox"/> Begin to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT. 	<ul style="list-style-type: none"> <input type="checkbox"/> Can I understand that a healthy diet is made up from a variety and balance of different food and drink? <input type="checkbox"/> Can I understand that to be active and healthy, food and drink are needed to provide energy for the body?
Evaluating		
<ul style="list-style-type: none"> <input type="checkbox"/> Can I evaluate my products by carrying out appropriate tests? <input type="checkbox"/> Start to evaluate their work both during and at the end of the assignment. <input type="checkbox"/> Be able to disassemble and evaluate familiar products and consider the views of others to improve them. 		
Vocabulary		
<p>Labelled diagrams, specific features, materials, processes, components, function, aesthetic Tools, techniques, cam, follower, crank, shaft, saw, triangular corners, Disassemble, evaluate, improve Balanced, healthy diet.</p>		

Geography

Location Knowledge	Places Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<ul style="list-style-type: none"> <input type="checkbox"/> Can I use maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human features and capital cities of Europe? <input type="checkbox"/> Can I name and locate Roman cities and counties of the Northwest of England and identify how settlements changed during Roman times? <input type="checkbox"/> Can I identify the position and significance of oceans, the Equator, Northern and Southern Hemisphere, Arctic and Antarctic Circles? 	<ul style="list-style-type: none"> <input type="checkbox"/> Can I compare the Northwest of England with the Naples Bay area of Italy? 	<ul style="list-style-type: none"> <input type="checkbox"/> Can I (focusing on Europe), identify types of settlements, land use, trade links, natural resources, including energy food, minerals and water? <input type="checkbox"/> Can I identify physical geography of Europe including rivers, mountains, volcanoes, earthquakes and the water cycle? 	<ul style="list-style-type: none"> <input type="checkbox"/> Can I use eight points of a compass to build knowledge of the U.K. and Europe? <input type="checkbox"/> Can I use four figure grid references, symbols and keys to build my knowledge of the U.K. and Europe? <input type="checkbox"/> Can I use maps atlases, globes and digital mapping to locate countries and describe features studied? <input type="checkbox"/> Can I use fieldwork to observe, measure, record and present the human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies?
Vocabulary			
<p>Countries and capital cities of Europe (including Russia) Counties and cities of Roman Britain</p> <p>Key physical and human geographical language including but not limited to: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Types of settlement, land use, trade, economic activity, energy, minerals, mountains, topographical, earthquake, volcano, environment</p> <p>8 points of compass, globe, atlas, maps, digital mapping, key, symbol, 4 figure grid reference, aerial photograph, atlas, sketch maps.</p>			

History

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<ul style="list-style-type: none"> <input type="checkbox"/> Can I describe events from the past using dates when things happened? <input type="checkbox"/> Can describe events and periods using the words: BC/BCE, AD/CE? <input type="checkbox"/> Can I describe events and periods using the words: ancient and century? <input type="checkbox"/> Can I use a timeline within a specific time in history to set out the order things may have happened? <input type="checkbox"/> Can I use my mathematical knowledge to work out how long ago events would have happened? <input type="checkbox"/> Can I use my mathematical skills to round up time differences into centuries and decades? <input type="checkbox"/> Can I begin to recognise and quantify the different time periods that exists between different groups that invaded Britain? 	<ul style="list-style-type: none"> <input type="checkbox"/> Can I begin to picture what life would have been like for the early settlers? <input type="checkbox"/> Can I recognise that Britain has been invaded by several different groups over time? <input type="checkbox"/> Can I suggest why certain events happened as they did in history? <input type="checkbox"/> Can I suggest why certain people acted as they did in history? <input type="checkbox"/> Can I explain how events from the past have helped shape our lives? <input type="checkbox"/> Can I explain the impact of invaders of native communities? <input type="checkbox"/> Can I describe (in some detail) the significant achievements of the Ancient Greeks? 	<ul style="list-style-type: none"> <input type="checkbox"/> Can I research more than one version of an event and say how they differ? <input type="checkbox"/> Can I give more than one reason to support an historical argument? <input type="checkbox"/> Can I communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out? <input type="checkbox"/> Can I use my 'information finding' skills in writing to help me write about historical information?

Vocabulary

BC – Before Christ, BCE – Before Common Era AD – Anno Domini, CE – Common Era Timeline, Ancient Greece, Ancient Egypt, decade, century, millennium, ancient
 Empire, settlers, invasion, conversion, raids, achievements, impact, change, migration, Christianity, resistance, Athens, legacy, effects, civilisation, Roman withdrawal, settlements reputation, democracy
 Culture, myths and legends
 Amphitheatre, city-state, democracy, empire, honour, Olympics, philosopher, Zeus aqueduct, barbarian, emperor, legion, senate, consul, gladiator
 Anachronism, infer, effects, consequences, cause/s My conclusion is...

Modern Foreign Languages (MFL)

Listening	Speaking	Reading	Writing
<p>Understand a range of familiar spoken phrases including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Days of the week <input type="checkbox"/> Christmas <input type="checkbox"/> Numbers 13-31 <input type="checkbox"/> Dates <input type="checkbox"/> Birthdays <input type="checkbox"/> Weather 	<p>Answer simple questions and give basic information including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Days of the week <input type="checkbox"/> Christmas <input type="checkbox"/> Numbers 13-31 <input type="checkbox"/> Dates <input type="checkbox"/> Birthdays <input type="checkbox"/> Weather 	<p>Understand and read out familiar written phrases including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Days of the week <input type="checkbox"/> Christmas <input type="checkbox"/> Numbers 13-31 <input type="checkbox"/> Dates <input type="checkbox"/> Birthdays <input type="checkbox"/> Weather 	<p>Can write one or two short sentences to a model and fill in the words on a simple form including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Days of the week <input type="checkbox"/> Christmas <input type="checkbox"/> Numbers 13-31 <input type="checkbox"/> Dates <input type="checkbox"/> Birthdays <input type="checkbox"/> Weather
Vocabulary			
<p>Les mois, les nombres ,Joyeux anniversaire, les jours de la semaine, Quelle est la date aujourd'hui? Quel temps fait-il, Joyeux Noel!</p>			

Music

Singing	Performing	Composing	Listening and Appraising
<ul style="list-style-type: none"> <input type="checkbox"/> Can I sing in unison maintaining the correct pitch and using increasing expression? 	<ul style="list-style-type: none"> <input type="checkbox"/> Can I play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics? 	<ul style="list-style-type: none"> <input type="checkbox"/> Can I create rhythmical and simple melodic patterns using an increased number of note? <input type="checkbox"/> Can I join layers of sound, thinking about musical dynamics of each layer and understanding the effect? <input type="checkbox"/> Can I comment on the effectiveness of one's work, identifying and making improvements based on its intended outcome? <input type="checkbox"/> Can I understand how different musical elements are combined and used expressively? <input type="checkbox"/> Can I understand and begin to use established and invented musical notations to represent music? 	<ul style="list-style-type: none"> <input type="checkbox"/> Can I recognise and explore the ways sounds can be combined and used expressively and comment on this effect? <input type="checkbox"/> Can I listen to and recall patterns of sounds with increasing accuracy? <input type="checkbox"/> Can I listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians?
Vocabulary			
<p>Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion</p>			

Physical Educaiton (PE)

<p>Health and Fitness</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can I explain why warming up is important? <input type="checkbox"/> Can I explain why keeping fit is good for my health? <input type="checkbox"/> Can I explain what effect exercise has on my body? 	<p>Acquiring and Developing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can I select and use the most appropriate skills, actions or ideas? <input type="checkbox"/> Can I make up my own small-sided game? <input type="checkbox"/> Can I show good control in my movements? 	<p>Dance</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can I take the lead when working with a partner or group? <input type="checkbox"/> Can I make sure my dance moves are clear and fluent? <input type="checkbox"/> Can I work on my movements and refine them? <input type="checkbox"/> Can I compose my own dances in a creative and imaginative way? <input type="checkbox"/> Can I control my movements?
<p>Games</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can I hit a ball accurately and with control? <input type="checkbox"/> Can I keep possession of the ball? <input type="checkbox"/> Can I vary tactics and adapt skills according to what is happening? <input type="checkbox"/> Can I choose the best tactics for attacking and defending? 	<p>Gymnastics</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can I include change of speed? <input type="checkbox"/> Can I include change of direction? <input type="checkbox"/> Can I include a range of shapes? <input type="checkbox"/> Can I follow a set of 'rules' to produce a sequence? <input type="checkbox"/> Can I combine action, balance and shape? 	<p>Swimming</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can I swim between 25 and 50metres unaided? <input type="checkbox"/> Can I keep swimming for 30 to 45 seconds, using swimming aids and support? <input type="checkbox"/> Can I use a variety of basic arm and leg actions when on my front and on my back? <input type="checkbox"/> Can I swim on the surface and lower myself under water? <input type="checkbox"/> Can I take part in group problem-solving activities on personal survival? <input type="checkbox"/> Can I recognise how my body reacts and feels when swimming? <input type="checkbox"/> Can I recognise and concentrate on what I need to improve?
<p>Evaluating and Improving</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can I explain how my work is similar and different from that of others? <input type="checkbox"/> Can I use my observations to improve my work? 	<p>Athletics</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can I sprint over a short distance? <input type="checkbox"/> Can I throw in different ways? <input type="checkbox"/> Can I hit a target? <input type="checkbox"/> Can I jump in different ways? <input type="checkbox"/> Can I combine running and jumping? 	
<p>Outdoor Adventurous Activities</p>		
<ul style="list-style-type: none"> <input type="checkbox"/> Can I follow a map in a more demanding familiar context? <input type="checkbox"/> Can I move from one location to another following a map? <input type="checkbox"/> Can I use clues to follow a route? <input type="checkbox"/> Can I follow a route accurately, safely and within a time limit? 		
<p>Vocabulary</p>		
<p>Games: Throw, catch, control, awareness of space, support, opposition, strike and field, accuracy, rules, possession, adapt tactics. Gymnastics: Adapt sequences, apparatus, criteria, strength, suppleness, performance, compare and contrast, sequences, stamina, improve. Dance: Changing speed and direction, share and create, phrases, plan, repeat, remember and perform, phrases, communicate. Athletics: Change speed and direction, underarm, overarm, throwing, technique, distance, sprint, accuracy, personal best. Outdoor and Adventurous: Follow, route, appropriate equipment, safely, familiar context, manage risks/problems. Swimming: Swim, unaided, basic stroke, movements, coordinate breathing, surface</p>		

Personal, Social, Health, Citizenship Educaiton (PSHCE)

Families and Relationships	Health and Wellbeing	Safety and the Changing Body
<ul style="list-style-type: none"> <input type="checkbox"/> Recapping learning in PSHE from the previous year and how we can help everyone to learn effectively in these lessons <input type="checkbox"/> To develop understanding of courtesy and manners in a range of situations. <input type="checkbox"/> To begin to understand the physical and emotional boundaries in friendships. <input type="checkbox"/> To understand that my behaviour can have an impact on others. <input type="checkbox"/> To understand the impact of bullying and the responsibility of bystanders to help. <input type="checkbox"/> To explore stereotypes in fictional characters and think about how these might influence us. <input type="checkbox"/> To recognise that stereotypes can relate to a number of factors. <input type="checkbox"/> To begin to understand that families are very varied, in this country and across the world. <input type="checkbox"/> To explore how we can help following a bereavement. 	<ul style="list-style-type: none"> <input type="checkbox"/> To understand how we can look after our teeth. <input type="checkbox"/> To understand what relaxation feels like. <input type="checkbox"/> To develop a growth mindset and understand that mistakes are useful. <input type="checkbox"/> To identify my own strengths and begin to see how they can affect others. <input type="checkbox"/> To identify what's important to me and to take responsibility for my own happiness. <input type="checkbox"/> To understand a range of emotions. <input type="checkbox"/> To begin to understand what mental health is and who can help if I need it. 	<ul style="list-style-type: none"> <input type="checkbox"/> To understand that age restrictions are designed to protect us. <input type="checkbox"/> To understand the benefits and risks of sharing material online. <input type="checkbox"/> To understand how to help someone with asthma. <input type="checkbox"/> To develop understanding of privacy and the difference between secrets and surprises. <input type="checkbox"/> To understand that not all information on search engines is valuable. <input type="checkbox"/> To recognise that change is part of growing up. <input type="checkbox"/> To recognise the physical differences between children and adults. <input type="checkbox"/> To begin to understand the risks of smoking and the benefits of being a non smoker.
Economic Wellbeing		Citizenship
<ul style="list-style-type: none"> <input type="checkbox"/> To begin to understand what makes something good value for money. <input type="checkbox"/> To begin to understand the importance of keeping track of money. <input type="checkbox"/> To understand ways money can be lost and how this makes people feel. <input type="checkbox"/> To understand that people's decisions about their careers can be influenced by a variety of things. <input type="checkbox"/> To understand that many people will have more than one job or career. 	<ul style="list-style-type: none"> <input type="checkbox"/> To begin to understand the Human Rights convention. <input type="checkbox"/> To understand how reusing items benefits the environment. <input type="checkbox"/> To understand the role of groups in the wider community. <input type="checkbox"/> To understand the contribution groups make to a community. <input type="checkbox"/> To understand the value of diversity in a community. <input type="checkbox"/> To develop an understanding of the role of local government. 	
Vocabulary		
<p>Love, healthy, emotions, secrets, private, safe, secrets, support, kind, unkind, family, uncomfortable, strategy</p>		

Religious Education (RE)

Sikhism	Hinduism	Islam	Judaism
	<ul style="list-style-type: none"> <input type="checkbox"/> Can I give an example on how to explain the Hindu concept of God and the cycle of Create, Preserve and Destroy? <input type="checkbox"/> Can I explain how Hindus worship at home and in the Mandir and the associated symbols and gestures? <input type="checkbox"/> Can I explain the Hindu festival of Holi and why it is celebrated? 		<ul style="list-style-type: none"> <input type="checkbox"/> Can I talk about how Jews worship at home and in the Synagogue and different events and festivals which are celebrated?
Skills		Christianity	
<ul style="list-style-type: none"> <input type="checkbox"/> Can I give thoughtful responses using different forms of expression? <input type="checkbox"/> Can I discuss why worshippers choose to attend a particular place of worship and what it means to belong? <input type="checkbox"/> Can I describe religions and world views, connecting my ideas and prior learning? <input type="checkbox"/> Can I consider and discuss examples of key leaders in stories from different faiths as peacemakers and what this means? <input type="checkbox"/> Can I observe and understand varied examples of religions and worldviews and can explain, with reasons, their meanings and significance to individuals and communities? 		<ul style="list-style-type: none"> <input type="checkbox"/> Can I explain what the term "Incarnation" means and how this is an important concept for Christianity? <input type="checkbox"/> Can retell a range of parables and have a go at telling the meaning? <input type="checkbox"/> Can I give my reasons for why Easter was part of a plan, why it happened and why Jesus died? <input type="checkbox"/> Can I explain the role of art and symbolism to aid prayer, worship as well as recall? <input type="checkbox"/> Can I describe what sin, suffering and sacrifice mean? 	
Vocabulary			
<p>Christianity: Christmas, Incarnation, Easter, resurrection, salvation, parable, Samaritan, God, symbols, creation, stewardship, evolution, good news, bible, Lost Parables, prodigal son</p> <p>Judaism: Judaism, Jew, Torah, Hebrew, Synagogue, Shabbat, Hanukkah, Shema, Covenant, Israel, Pesach, Rabbi, Bar/Bat Mitzvah, Yahweh</p> <p>Hinduism: Hindu, Brahman, Vishnu, Shiva, Brahma, Rama, Sita, Hanuman, Diwali, Holi, Puja, Vedas, Mandir, Reincarnation, Karma, Aum, Dharma, Samsara, Moksha</p>			

Sex and Relationship Education (SRE)

SRE	Communication Development (by the end of Year 4)		Personal Development (by the end of Year 4)	
<p>To explore the human lifecycle</p> <p>Describe the main stages of the human lifecycle</p> <p>Describe the body changes that happen when a child grows up</p> <p>To identify some basic facts about puberty</p> <p>Discuss male and female body parts using agreed words</p> <p>Know some of the changes which happen to the body during puberty</p> <p>To explore how puberty is linked to reproduction</p> <p>Know about the physical and emotional changes that happen in puberty</p> <p>Understand that children change into adults so that they are able to reproduce.</p>	To listen carefully and understand	<ul style="list-style-type: none"> Engage in discussions, making relevant points. Ask for specific additional information to clarify. Understand the meaning of some phrases beyond the literal interpretation. 	To Try New Things	<ul style="list-style-type: none"> Try new things when encouraged. Enjoy new experiences. Join clubs or groups. Talk about new experiences with others.
	To develop a wide and interesting vocabulary	<ul style="list-style-type: none"> Use time, size and other measurements to quantify. Use interesting adjectives, adverbial phrases and extended noun phrases in discussion. Use vocabulary that is appropriate to the topic being discussed or the audience that is listening. 	To Work Hard	<ul style="list-style-type: none"> Enjoy working hard in a range of activities. Reflect on how effort leads to success. Begin to encourage others to work hard
	To speak with clarity	<ul style="list-style-type: none"> Use verbs with irregular endings. Use a mixture of sentence lengths to add interest to discussions and explanations. Use intonation to emphasise grammar and punctuation when reading aloud. 	To Concentrate	<ul style="list-style-type: none"> Focus on activities. 'Tune out' some distractions. Search for methods to help with concentration. Develop areas of deep interest.
	To tell stories with structure	<ul style="list-style-type: none"> Bring stories to life with expression and intonation. Read the audience to know when to add detail and when to leave it out. 	To Push Oneself	<ul style="list-style-type: none"> Begin to understand why some activities feel uncomfortable. Show a willingness to overcome fears. Push past fears and reflect upon the emotions felt afterwards. Begin to take encouragement and advice from others. Keep trying after a first attempt.
	To hold conversations and debates	<ul style="list-style-type: none"> Make relevant comments or ask questions in a discussion or a debate. Seek clarification by actively seeking to understand others' points of view. Respectfully challenge opinions or points, offering an alternative. 	To Imagine	<ul style="list-style-type: none"> Begin to enjoy having new ideas. Show some enthusiasm for the ideas of others. Ask some questions in order to develop ideas. Show enjoyment in trying out some ideas.
	To Improve	<ul style="list-style-type: none"> Share with others a number of positive features of own efforts. Identify a few areas for improvement. Attempt to make improvements 	To Understand Others	<ul style="list-style-type: none"> Listen to others, showing attention. Think of the effect of behaviour on others before acting. Describe the points of view of others.
	To Not Give Up	<ul style="list-style-type: none"> Find alternative ways if the first attempt does not work. Bounce back after a disappointment or failure. Show the ability to stick at an activity (or a club or interest). See oneself as lucky. 		

Christleton 21

In pursuit of both excellence and equity, Christleton Primary School is committed to providing all children with experiences that underpin and expand on their in-class education, increasing their range of skills and knowledge and giving them a richer tapestry on which to build.

Build a den	Plant it, grow it, eat it	Cook on fire
Learn the cookery basics	Paddle in the sea	Learn basic first aid
Learn to swim and be safe on water	Learn to ride a bike and be safe on the road	Learn to play a musical instrument
Do something for charity	Perform on stage	Try food from a different country
Build a sandcastle	Get a postcard from school	Have a responsibility
Create a piece of art from nature	Visit a museum	See a play in a theatre
Go on an overnight school trip	Visit an art gallery	Learn from failure

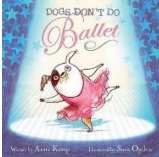


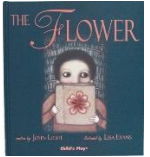
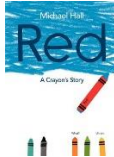
No Outsiders

The No Outsiders programme helps the school to teach the Equality Act.

Learning Intentions

To promote diversity	To stand up to discrimination	To challenge the causes of racism	To consider how my life may change as I grow up	To recognise my freedom
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Key texts used

				
Dogs don't do ballet	King and King	The Way Back Home	The Flower	Red: A crayon's story

British Values

Autumn Term	Spring Term	Summer Term
Rule of Law	Democracy	Individual Liberty
Mutual Respect		Tolerance of those of different faiths and beliefs

Be the best you can be

Learning Powers

Autumn Term	Spring Term	Summer Term
Managing Distractions (Resilience Muscle)	Imagining (Resourceful Muscle)	Perseverance (Resilience Muscle)
Reasoning (Resourceful Muscle)	Meta-Learning (Reflective Muscle)	Empathy and Listening (Reciprocal Muscle)

Residential Visits and Trips

Autumn Term	Spring Term	Summer Term
	Roman Class Trip	Residential

Kagan Structures

Kagan structures are taught throughout the school. The aim of including Kagan structures within the curriculum is to increase academic achievement, improve relations, enhance self-esteem, create a more harmonious classroom climate, reduce discipline problems, and develop students' social skills and character virtues

Previously taught strategies

Rally Robin	Stand up-Hand up-Pair up	Quiz-Quiz-Trade	Timed Pair Share
Talking Chips	Simultaneous Round Table	Write Round Robin	Jigsaw

Cooperative strategies introduced and mastered in this year group

Numbered Heads	Rally Coach
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Whole School Events

Autumn Term		Spring Term		Summer Term	
International day of democracy	Bonfire night (Fire safety)	National Handwriting Day	Shrove Tuesday	Health week	Pride Month
National Poetry Day	Anti-Bullying Week	Big Garden Birdwatch	World Book Day	Walk to School Week	
Harvest Festival	Remembrance Day	Story Telling Week	Mother's Day	Outdoor Classroom Day	
	Christmas Jumper Day	Safer Internet Day	Good Friday		
	Christmas Performances / Service		Easter Service		

Charity Events

Autumn Term		Spring Term		Summer Term	
McMillan Coffee morning	Children in Need			Race for Life	
				Den Day	

Be the best you can be