

Year 4	Aut1	Aut2	Spring 1	Spring 2	Summer 1	Summer 2
Writing						
Word	The grammatical difference between plural and possessive –s	Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	The grammatical difference between plural and possessive –s	Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	The grammatical difference between plural and possessive –s	Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]
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>]	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>]	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>]
Handwriting	Understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting (<i>lines of writing are spaced so that ascenders and descenders of letters do not touch</i>)	Understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting (<i>lines of writing are spaced so that ascenders and descenders of letters do not touch</i>)	Understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting (<i>lines of writing are spaced so that ascenders and descenders of letters do not touch</i>)	Understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting (<i>lines of writing are spaced so that ascenders and descenders of letters do not touch</i>)	Understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting (<i>lines of writing are spaced so that ascenders and descenders of letters do not touch</i>)	Understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting (<i>lines of writing are spaced so that ascenders and descenders of letters do not touch</i>)
Text	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid	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	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	Use of paragraphs to organise ideas around a theme

	repetition					
Read aloud own writing to a group or whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.						
Punct	Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>]	Use of commas after fronted adverbials 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 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 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>]
Non-Negotiables – FS/CL/?/!, in lists/'for contraction/personal pronoun use/Finger spaces/""						
Spelling	RWI Spelling					
Proof-read for spelling and punctuation errors ('up-stage' prompts LKS2)						
Comp	In narratives, create settings, (<i>text type prompts and plans LKS2</i>)	In non-narrative material, using simple organisational devices such as headings and sub-headings (<i>text type prompts and planning scaffolds LKS2</i>)	In narratives, create characters (<i>text type prompts and plans LKS2</i>)	In non-narrative material, using simple organisational devices such as headings and sub-headings (<i>text type prompts and planning scaffolds LKS2</i>)	In narratives, create plot (<i>text type prompts and plans LKS2</i>)	In non-narrative material, using simple organisational devices such as headings and sub-headings (<i>text type prompts and planning scaffolds LKS2</i>)
<ul style="list-style-type: none"> Plan writing by discussing writing similar to that which they are planning to write to learn from its structure, vocab and grammar (<i>text type prompts and planning scaffolds LKS2</i>) Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements ('up-stage' prompts LKS2) Draft & write by composing & rehearsing sentences orally, progressively building a varied & rich vocabulary & an increasing range of sentence structures (<i>pupil prompts LKS2; GH 4:9-11</i>) Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ('up-stage' prompts LKS2) Plan and discuss ideas 						
Vocab	<ul style="list-style-type: none"> Use and understand the grammatical terminology for Stage 4 (<i>Sp St 4; GH St 4</i>) Determiner, pronoun, possessive pronoun, adverbial 					
Reading						
Comprehension	ASM 3/4/5		6/7/3/8		10/9/8/3	
	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction		Increasing their familiarity with a wide range of books, including fairy		Listening to and discussing a wide range of fiction,	

	<p>and reference or text books</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Using a dictionary to check the meaning of words that they have read</p>		<p>stories, myths and legends, and retelling some of these orally</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference or text books</p> <p>Identifying themes and conventions in a wide range of books</p> <p>Preparing simple poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>		<p>poetry, plays, non-fiction and reference or text books</p> <p>Preparing simple poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Recognising some different forms of poetry (e.g. free verse, narrative poetry)</p>	
Understand	<p>11/12/15/18</p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Asking questions to improve their understanding of a text</p>	<p>15/17/18</p> <p>Identifying main ideas drawn from more than one paragraph and summarise these</p> <p>Retrieve and record information from non-fiction</p> <p>Participate in discussion about both books that are</p>	<p>13/14/11/12/15/18</p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Asking questions to improve their understanding of a text</p>	<p>15/17/18</p> <p>Identifying main ideas drawn from more than one paragraph and summarise these</p> <p>Retrieve and record information from non-fiction</p> <p>Participate in discussion about both books that are</p>	<p>16/11/12/18</p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Asking questions to improve their understanding of a</p>	<p>15/17/18</p> <p>Identifying main ideas drawn from more than one paragraph and summarise these</p> <p>Retrieve and record information from non-fiction</p> <p>Participate in discussion about both books that are</p>

	<p>Identifying main ideas drawn from more than one paragraph and summarise these</p> <p>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</p>	<p>read to them and those they can read for themselves, taking turns and listening to what others say</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Identifying main ideas drawn from more than one paragraph and summarise these</p> <p>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</p>	<p>read to them and those they can read for themselves, taking turns and listening to what others say</p>	<p>text</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>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</p>	<p>read to them and those they can read for themselves, taking turns and listening to what others say</p>
Word reading	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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 					
Maths						
Number and place value	<p>count in multiples of 6, 7, 9, 25 and 1000</p> <p>find 1000 more or less than a given number</p> <p>count backwards through zero to include negative numbers</p>	<p>count in multiples of 6, 7, 9, 25 and 1000</p>	<p>count in multiples of 6, 7, 9, 25 and 1000</p> <p>find 1000 more or less than a given number</p> <p>count backwards through zero to include negative numbers</p>	<p>count in multiples of 6, 7, 9, 25 and 1000</p>	<p>count in multiples of 6, 7, 9, 25 and 1000</p> <p>find 1000 more or less than a given number</p> <p>count backwards through zero to</p>	<p>count in multiples of 6, 7, 9, 25 and 1000</p>

	<p>recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</p> <p>order and compare numbers beyond 1000</p> <p>identify, represent and estimate numbers using different representations</p> <p>round any number to the nearest 10, 100 or 1000</p> <p>solve number and practical problems that involve all of the above and with increasingly large positive numbers</p> <p>Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</p>		<p>recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</p> <p>order and compare numbers beyond 1000</p> <p>identify, represent and estimate numbers using different representations</p> <p>round any number to the nearest 10, 100 or 1000</p> <p>solve number and practical problems that involve all of the above and with increasingly large positive numbers</p> <p>Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</p>		<p>include negative numbers</p> <p>recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</p> <p>order and compare numbers beyond 1000</p> <p>identify, represent and estimate numbers using different representations</p> <p>round any number to the nearest 10, 100 or 1000</p> <p>solve number and practical problems that involve all of the above and with increasingly large positive numbers</p> <p>Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</p>	
Addition and	add and subtract numbers with up to 4 digits using the		add and subtract numbers with up to 4		add and subtract numbers with up to 4	

Subtraction	<p>formal written methods of columnar addition and subtraction where appropriate</p> <p>estimate and use inverse operations to check answers to a calculation</p> <p>solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p>		<p>digits using the formal written methods of columnar addition and subtraction where appropriate</p> <p>estimate and use inverse operations to check answers to a calculation</p> <p>solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p>		<p>digits using the formal written methods of columnar addition and subtraction where appropriate</p> <p>estimate and use inverse operations to check answers to a calculation</p> <p>solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p>	
Multiplication and Division	<p>recall multiplication and division facts for multiplication tables up to 12×12</p>	<p>recall multiplication and division facts for multiplication tables up to 12×12</p> <p>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</p> <p>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</p> <p>solve problems involving multiplying and adding, including using the</p>	<p>recall multiplication and division facts for multiplication tables up to 12×12</p>	<p>recall multiplication and division facts for multiplication tables up to 12×12</p> <p>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</p> <p>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</p>	<p>recall multiplication and division facts for multiplication tables up to 12×12</p>	<p>recall multiplication and division facts for multiplication tables up to 12×12</p> <p>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</p> <p>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</p> <p>solve problems involving</p>

		distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.		solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.		multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.
Fractions	<p>count up and down in hundredths</p> <p>add and subtract fractions with the same denominator</p>	<p>count up and down in hundredths</p> <p>recognise and show, using diagrams, families of common equivalent fractions</p> <p>recognise and write decimal equivalents of any number of tenths or hundredths</p> <p>count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <p>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</p> <p>recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$</p>	<p>count up and down in hundredths</p> <p>round decimals with one decimal place to the nearest whole number</p> <p>compare numbers with the same number of decimal places up to two decimal places</p>	<p>count up and down in hundredths</p> <p>round decimals with one decimal place to the nearest whole number</p> <p>compare numbers with the same number of decimal places up to two decimal places</p>	<p>count up and down in hundredths</p> <p>recognise and show, using diagrams, families of common equivalent fractions</p> <p>recognise and write decimal equivalents of any number of tenths or hundredths</p> <p>count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <p>solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions</p>	<p>count up and down in hundredths</p>

		<p>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</p> <p>solve simple measure and money problems involving fractions and decimals to two decimal places.</p>			<p>where the answer is a whole number</p> <p>recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$</p> <p>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</p> <p>solve simple measure and money problems involving fractions and decimals to two decimal places.</p>	
Measurement	measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres	Convert between different units of measure [for example, kilometre to metre; hour to minute]	find the area of rectilinear shapes by counting squares	<p>read, write and convert time between analogue and digital 12- and 24-hour clocks</p> <p>solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p>	<p>estimate, compare and calculate different measures, including money in pounds and pence</p>	<p>Convert between different units of measure [for example, kilometre to metre; hour to minute]</p> <p>measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</p> <p>find the area of rectilinear shapes by counting squares</p> <p>estimate, compare and calculate different measures, including money in pounds</p>

						<p>and pence</p> <p>read, write and convert time between analogue and digital 12- and 24-hour clocks</p> <p>solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</p>
Geometry – Properties of shape	compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes		<p>identify lines of symmetry in 2-D shapes presented in different orientations</p> <p>complete a simple symmetric figure with respect to a specific line of symmetry.</p>		<p>identify acute and obtuse angles and compare and order angles up to two right angles by size</p>	<p>identify lines of symmetry in 2-D shapes presented in different orientations</p> <p>complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p>identify acute and obtuse angles and compare and order angles up to two right angles by size</p> <p>compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p>
Geometry – position and direction	describe movements between positions as translations of a given unit to the left/right and		plot specified points and draw sides to complete a given polygon.			

	up/down					
Statistics						
Maths through topics						
Maths through Topic	<p>describe positions on a 2-D grid as coordinates in the first quadrant</p> <p>interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>			<p>interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>		
Science						
Science	<p>Electricity</p> <p>identify common appliances that run on electricity</p> <p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is</p>	<p>Sound</p> <p>identify how sounds are made, associating some of them with something vibrating</p> <p>recognise that vibrations from sounds travel through a medium to the ear</p> <p>find patterns between the pitch of a sound and features of the object that produced it</p> <p>find patterns between the</p>		<p>States of matter</p> <p>compare and group materials together, according to whether they are solids, liquids or gases</p> <p>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>identify the part played by evaporation and</p>	<p>Living things and their habitats</p> <p>recognise that living things can be grouped in a variety of ways</p> <p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p>	<p>Animals, including humans</p> <p>describe the simple functions of the basic parts of the digestive system in humans</p> <p>identify the different types of teeth in humans and their simple function</p> <p>construct and interpret a variety of food chains, identifying producers, predators and prey.</p>

	<p>part of a complete loop with a battery</p> <p>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>volume of a sound and the strength of the vibrations that produced it</p> <p>recognise that sounds get fainter as the distance from the sound source increases.</p>		<p>condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>recognise that environments can change and that this can sometimes pose dangers to living things.</p>	
Science enquiry	<ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings. 					
History						
History	<p>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: The Indus Valley;</p>		<p>Britain's settlement by Anglo-Saxons and Scot</p>			

Geography						
Geography		understand geographical similarities and differences through the study of human and physical geography of a region within North or South America		physical geography, including: the water cycle human geography, including: Water	physical geography, including: climate zones, biomes and vegetation belts,	
<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 						
Art						
Art	Create a Portrait at the beginning of each year so that the children can be assessed.	South American artwork		Use of water in art to improve their mastery of art and design techniques, including painting a range of materials [paint, about great artists, architects and designers in history. – Turner, Monet		
to create sketch books to record their observations and use them to review and revisit ideas						
Design and Technology						
Design and Tech			Create picture frames use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches,			prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques (grilling/Healthy options)

			<p>cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>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</p> <p>Evaluate</p> <p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world</p>			
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			Technical knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures			
Computing						
computing	Use of lighting linked to DT use sequence, selection, and repetition in programs; work with variables and various forms of input and output					
understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.						
MFL						
MFL						
Physical Education						
PE	Invasion Games AIM: In all games activities, pupils will find ways of attacking successfully when using other skills; use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score. Pupils will focus on improving the skills of sending, receiving, striking and travelling with a ball in a range of contexts. They will learn to make informed	Football AIM: Pupils will focus on developing basic skills for football and performing them under control. In all games activities, pupils will think about how to use basic strategies to advance on the opposition. They will learn to plan basic principles of attack and make informed decisions during small sided games. To understand the effect of exercise and develop an attitude of fair play,	Gymnastics AIM: Pupils will replicate and develop further the quality of their actions, body shapes and balances. Pupils will start to link more complex phrases of movement both on the floor and when using medium to high apparatus. Pupils will develop their gymnastics vocabulary to describe and evaluate the effectiveness and quality of a performance. Pupils	Dance AIM: In this unit pupils will create and replicate a series of movements by varying direction, level, speed and tension. Pupils will express feelings, and moods in response to music and to create simple abstract sequence through dance. Students will work with a partner or in small group and evaluate and assess their movements to improve the overall	Striker/fielder AIM: Pupils will further develop a range of sending, receiving, batting and bowling skills, especially in specific striking and fielding games. Pupils will work on the common skills and principles, including attack and defence within a range of set rules. To develop the ability to work within a small	Athletics AIM: In this unit pupils will further develop their ability to throw/jump for distance, using a range of objects and over increasing heights. Pupils will accurately replicate athletic challenges and competitions that require thought, speed and stamina. In all athletic activity, pupils will engage in performing skills, measuring and recording their own performance. To be able to follow safety procedures and

	decisions during small sided games and simplified versions of recognised competitive games. To develop an attitude of fair play and enjoyment.	sportsmanship and enjoyment.	will develop the ability how to setup the apparatus safely.	outcome.	group and enhance communication skills.	handle specific equipment.
Swimming across the year.						
Music						
Music			<p>Create a piece of music based on battles/war</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p>			
<p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>use and understand staff and other musical notations</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music.</p>						
Religious Education						
RE						
RE- Learning from religion	The School follows the Barnsley Agreed Syllabus					
Trips and Extras						

Trips/extras	Music concert/Play		Magna			Yorkshire wildlife park
British Values						
British Values						Individual Liberty – link this to health and wellbeing and our healthy diet. Everyone has a choice, but what is the right choice
Astrea Values						
Astrea Values	Responsibility and leadership	Enjoyment and innovation	Aspiration and Development		Collaboration and inclusion	Honesty and integrity