



Term	Autumn		Spring		Summer	
Topic	Romans Local History	Anglo-Saxons	Let's go on an adventure	Crime and Punishment	Rivers and Water Cycles	Earthquakes and Volcanoes
<p><u>Big questions</u></p> <p><u>CST</u></p>	<p>What happened when the Romans came to Britain? Why should we preserve our locality?</p> <p><u>Catholic Social Teaching Lesson</u> <u>Life and Dignity of the Human Person</u> God made each person, so every life is important and should be protected.</p>	<p>Was the Anglo-Saxon period really a Dark Age?</p> <p>Care for God's Creation - The world was made by God, so we take care of God's creation.</p> <p>What happened when the Romans came to Britain? Why should we preserve our locality?</p> <p><u>Catholic Social Teaching Lesson</u> <u>Life and Dignity of the Human Person</u> God made each person, so every life is important and should be protected.</p>	<p>Can you come on a Great American Road Trip?</p> <p><u>Call to Family, Community and Participation</u> God made us to be part of communities, families and countries, so all people and share and help each other</p>	<p>How has Crime and Punishment changed over time?</p> <p><u>Catholic Social Teaching Lesson</u> <u>Solidarity</u> God made everyone, so we are all brothers and sisters in God's family wherever we live</p>	<p>How does the water go round and round?</p> <p><u>Catholic Social Teaching Lesson</u> <u>Option for the Poor and Vulnerable</u> God wants us to help people who are poor, who don't have enough food, a safe place to live or a community</p> <p><u>Catholic Social Teaching Lesson</u> <u>Rights and Responsibilities</u> God wants us to help make sure everyone is safe and healthy and can have a good life</p>	<p>How does the Earth shake, rattle and roll?</p> <p><u>Catholic Social Teaching Lesson</u> <u>Dignity of Work and Rights of Workers</u> Work is important in God's plan for adults and their families, so jobs and pay should be fair.</p>
<u>RE</u>	<p><u>Catholic Social Teaching Lesson</u> <u>Life and Dignity of the Human Person</u> God made each person, so every life is important and should be protected.</p> <p>Topic 1 People - Where do I come from? Prior learning: God's vision for every family This Topic: learning outcomes Know and understand: • Our family trees – Explore <u>Catholic Social Teaching Lesson</u> <u>Life and Dignity of the Human Person</u></p>	<p>Judaism – Torah <u>Catholic Social Teaching Lesson</u> <u>Solidarity</u> God made everyone, so we are all brothers and sisters in God's family wherever we live</p> <p>Topic 3 Gift - What's so special about gifts? Prior learning: Advent: waiting for the coming of Jesus This Topic: learning outcomes Know and understand: • The gift of love and friendship – Explore <u>Care for God's Creation -</u> (The world was made by God, so we take care of God's creation).</p>	<p>Topic 4 <u>Call to Family, Community and Participation</u> God made us to be part of communities, families and countries, so all people and share and help each other Community - What makes 'community'? Prior learning: the Christian family's journey with Jesus through the Church's year This Topic: learning outcomes Know and understand: • Belonging to a community <u>Care for God's Creation -</u> (The world was made by God, so we take care of God's creation). – Explore</p>	<p>Hinduism - Vedas and Bhagavad-Gita <u>Catholic Social Teaching Lesson</u> <u>Solidarity</u> God made everyone, so we are all brothers and sisters in God's family wherever we live Topic 6 Self-discipline - Is self-discipline important in life? Prior learning: Lent, a time to remember Jesus' total giving This Topic: learning outcomes Know and understand: • Self-discipline is important – Explore • Celebrating growth to new life through self-discipline – Reveal Acquire the skills of assimilation, celebration and</p>	<p>Topic 7 New life - What's so important about new life? Prior learning: the wonder and power of the Holy Spirit This Topic: learning outcomes Know and understand: • The wonder and power of the Holy Spirit– Explore • The new life of the Easter message is spread through the power of the Holy Spirit – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Topic 8 Building bridges - Why are bridge-builders important in life?</p>	<p>Islam - The Qur'an <u>Catholic Social Teaching Lesson</u> <u>Solidarity</u> God made everyone, so we are all brothers and sisters in God's family wherever we live Topic 9 God's people - Why do some people do extraordinary things? <u>Catholic Social Teaching Lesson</u> <u>Rights and Responsibilities</u> God wants us to help make sure everyone is safe and healthy and can have a good life Prior learning: special places for Jesus and the Christian community</p>



	<p>God made each person, so every life is important and should be protected.</p> <ul style="list-style-type: none"> The family of God in Scripture <p>Catholic Social Teaching Lesson</p> <p>Solidarity</p> <p>God made everyone, so we are all brothers and sisters in God’s family wherever we live</p> <p>– Reveal</p> <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Call to Family, Community and Participation</p> <p>God made us to be part of communities, families and countries, so all people and share and help each other</p> <p>Topic 2</p> <p>Called - What does it mean to be called and chosen?</p> <p>Prior learning: the meaning of the promises made at Baptism</p> <p>This Topic: learning outcomes</p> <p>Know and understand:</p> <ul style="list-style-type: none"> The response to being chosen – Explore Confirmation: a call to witness – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<ul style="list-style-type: none"> Advent and Christmas: The Church’s seasons of preparing to receive God’s gift of love and friendship in Jesus – <p>Catholic Social Teaching Lesson</p> <p>Option for the Poor and Vulnerable</p> <p>God wants us to help people who are poor, who don’t have enough food, a safe place to live or a community</p> <p>Reveal</p> <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<ul style="list-style-type: none"> The life of the local Christian community – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Catholic Social Teaching Lesson</p> <p>Option for the Poor and Vulnerable</p> <p>God wants us to help people who are poor, who don’t have enough food, a safe place to live or a community</p> <p>Topic 5</p> <p>Catholic Social Teaching Lesson</p> <p>Option for the Poor and Vulnerable</p> <p>God wants us to help people who are poor, who don’t have enough food, a safe place to live or a community</p> <p>Giving and receiving - What’s more important - giving or receiving?</p> <p>Prior learning: listening to the Word of God and sharing in Holy Communion</p> <p>This Topic: learning outcomes</p> <p>Know and understand:</p> <ul style="list-style-type: none"> Giving and receiving every day – Explore The Eucharist challenges and enables living and growing in communion – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Call to Family, Community and Participation</p> <p>God made us to be part of communities, families and countries, so all people and</p>	<p>application of the above – Respond</p>	<p>Prior learning: the importance of conscience in making choices</p> <p>This Topic: learning outcomes</p> <p>Know and understand:</p> <ul style="list-style-type: none"> Building bridges of friendship – Explore <p>Catholic Social Teaching Lesson</p> <p>Life and Dignity of the Human Person</p> <p>God made each person, so every life is important and should be protected.</p> <ul style="list-style-type: none"> The importance of admitting wrong and being reconciled with one another and God – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Catholic Social Teaching Lesson</p> <p>Rights and Responsibilities</p> <p>God wants us to help make sure everyone is safe and healthy and can have a good life</p>	<p>Call to Family, Community and Participation</p> <p>God made us to be part of communities, families and countries, so all people and share and help each other</p> <p>This Topic: learning outcomes</p> <p>Know and understand:</p> <ul style="list-style-type: none"> Ordinary people who do extraordinary things – Explore Different saints show people what God is like – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Catholic Social Teaching Lesson</p> <p>Life and Dignity of the Human Person</p> <p>God made each person, so every life is important and should be protected.</p>
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			share and help each other			
<p>English</p>	<p>Class book: Romans on the Rampage- Jeremy Strong</p> <p>2 WEEK WHOLE SCHOOL PROJECT</p> <p>HFL Narrative: Roman myths (4 weeks)</p> <p>Type of writing produced: Writing a myth</p> <p>Non-fiction: Local history of Welwyn (2/3 weeks)</p> <p>Type of writing produced: Writing an information text about the history of Welwyn Garden City.</p> <p>Care for God’s Creation - (The world was made by God, so we take care of God’s creation).</p> <p>Key texts: Ancient Myths Collection by Geraldine McCaughrean</p>	<p>Class book: Anglo-Saxon Boy Tony Bradman</p> <p>HFL FEP 1 - Arthur And The Golden Rope by Joe Todd-Stanton (3 weeks)</p> <p>Type of writing produced: Writing a narrative</p> <p>Key texts: Arthur And The Golden Rope</p> <p>HFL Poetry – vocabulary building – dragons (2 weeks)</p> <p>Type of writing produced: Write a poetry</p> <p>Key texts: Small dragon</p>	<p>Class book: Alice in Wonderland</p> <p>HFL Love That Book (10 days) Leon and the Place Between by Angela McAllister and Grahame Baker-Smith -</p> <p>Type of writing produced: A narrative</p> <p>HFL Play scripts (10 days) Alice in Wonderland Lewis Carroll The Dish and the Spoon Mini Grey.</p> <p>Type of writing produced: Write a play script</p> <p>Key texts: Alice in Wonderland The Dish and The Spoon Leon and the Place between</p>	<p>Class book: Holes by Louis Sachar</p> <p>HFL FEP 2 – The king who banned the dark (3 weeks)</p> <p>Type of writing produced: Writing a speech</p> <p>Key texts: The King who banned the dark</p> <p>Poetry (2 week unit)</p>	<p>Class book: Song of the Dolphin Boy by Elizabeth Laird</p> <p>HFL Persuasion (3 weeks) The Day I Swapped My Dad for Two Goldfish by Neil Gaiman.</p> <p>Type of writing produced: Write a persuasive presentation</p> <p>Catholic Social Teaching Lesson Rights and Responsibilities God wants us to help make sure everyone is safe and healthy and can have a good life</p> <p>HFL Explanation (2 weeks) Until I Met Dudley by Roger McGough Charlie Small by Nick Ward.</p> <p>Type of writing produced: Write an explanation of an invention</p> <p>Key texts: The day I swapped my dad for a goldfish Until I met Dudley Charlie Small</p>	<p>Class book: Into the Volcano Jess Butterworth</p> <p>HFL Folk Tale (2 weeks) Fly Eagle, Fly by Christopher Gregorowski</p> <p>Care for God’s Creation - (The world was made by God, so we take care of God’s creation).</p> <p>Type of writing produced: Rewrite a story</p> <p>2 WEEK WHOLE SCHOOL PROJECT</p> <p>Key texts: Fly, Eagle, Fly</p>
<p>Spelling</p>	<ul style="list-style-type: none"> Review r controlled vowel sounds from KS1 Review Year 2 common exception words and other high frequency words Review vowel suffixes Review vowel suffixes -y, -er, est to create adjectives: 	<ul style="list-style-type: none"> Review the suffixes -ly and -ally Review -tion and -ation endings Explore -sion and -ssion endings Explore -cian endings Focus on vowel digraphs: words from the Y3/4 statutory word list Review of prefixes: dis-, mis-, in-, im-, il-, ir-, anti- 	<ul style="list-style-type: none"> Explore more prefixes: sub-, inter-, super-, re-, auto- Focus on multi-syllabic words including prefixes and suffixes words from the Y34 statutory word list Review the /ɔ:/ sound spelt or, ore, aw and other variations Review the /ɒ/ sound spelt a after w and 	<ul style="list-style-type: none"> Review words with the /ei/ sound spelt ei, eigh, ey Focus on vowels: words from the Y3/4 statutory word list Review homophones Explore apostrophes for possession Explore words with endings sounding like /ʒə/ (-sure) or /tʃə/ (-ture) 	<ul style="list-style-type: none"> Explore suffixes beginning with vowel letters to words of more than one syllable Review the soft g sound /dʒ/ spelt g, ge or dge Explore words ending with the /g/ sound spelt -gue Explore words ending with the /k/ sound spelt -que 	<ul style="list-style-type: none"> Explore words with the /k/ sound spelt ch Explore words with the /s/ sound spelt sc Explore etymology of words Focus on unstressed vowels: words from the Y3/4 statutory word list Focus on silent letters: words from the Y3/4 statutory word list



	<ul style="list-style-type: none"> Review consonant suffixes -ment, -ness, -ful, -less 		qu; the /z:/ sound spelt or after w;	<ul style="list-style-type: none"> Explore the suffix -ous and ious/ eous 	<ul style="list-style-type: none"> Explore words with the //j/ sound spelt ch- 	
Guided Reading	Class book: Romans on the Rampage by Jeremy Strong Using a variety of GR Yr4 skills across the half term using our class book.	Class book: Anglo-Saxon Boy Tony Bradman Using a variety of GR Yr4 skills across the half term using our class book	Class book: Alice in Wonderland by Lewis Carroll. Using a variety of GR YR4 skills across the half term using our class book.	Class book: Holes by Louis Sachar. Using a variety of GR YR4 skills across the half term using our class book.	Class book: Song of the Dolphin Boy by Elizabeth Laird Using a variety of GR YR4 skills across the half term using our class book.	Class book: Into the Volcano by Jess Butterworth Using a variety of GR YR4 skills across the half term using our class book.
Phonics	N/A Catch up sessions where necessary	N/A Catch up sessions where necessary	N/A Catch up sessions where necessary	N/A Catch up sessions where necessary	N/A Catch up sessions where necessary	N/A Catch up sessions where necessary
Maths fluency						
Maths	<ul style="list-style-type: none"> Place Value – Order and Compare Numbers Beyond 1000 Rounding, Estimation and Magnitude Securing Addition and Subtraction Mental Fluency Securing Formal Written Addition and Subtraction Fluency Counting in Multiples of 6, 7, 9, 25 and 1000 Multiplication and Division Facts (Times Tables) 	<ul style="list-style-type: none"> Factor Pairs, Integer Scaling and Correspondence Problems Problem Solving Including Measures to Apply Place Value, Mental Strategies and Arithmetic Laws Multiply and Divide a One or Two-digit Number by 10 and 100 Measure – Conversion of Units Measures – Compare, Estimate and Calculate Discrete and Continuous Data (Time Graphs), Including Application of Scales and Division Perimeter 	<ul style="list-style-type: none"> Properties of Shape Symmetry Decimal Number Calculating with Decimals Measure – Money <p>Catholic Social Teaching Lesson Dignity of Work and Rights of Workers <i>Work is important in God’s plan for adults and their families, so jobs and pay should be fair.</i></p> <ul style="list-style-type: none"> Problem Solving involving Decimals to Two Decimal Places 	<ul style="list-style-type: none"> Add and Subtract Fractions with the Same Denominator Finding Fractions of Quantities Fractions in the Context of Measure Equivalent Fractions, Ordering and Comparing Multiply Two and Three-digit Numbers by a One-digit Number Using a Formal Written Layout Divide Two and Three-digit Numbers by a One-digit Number Using a Formal Written Layout 	<ul style="list-style-type: none"> Time – Read, Write Calculate and Convert Time on Analogue and Digital 12- and 24-Hour Clocks Statistics – Interpret and Present Continuous and Discrete Data, Solve Problems incorporating Measures. Roman Numerals to 100 and Zero Negative Numbers – Counting through Zero and Calculating in Context Geometry – Angles Geometry – Properties of Triangles Geometry – Coordinates in the First Quadrant and Translations 	<ul style="list-style-type: none"> Geometry – Position and Direction, incorporating Angles and Plotting Points of a Shape Multiplication and Division Review Area Fractions Review Application and Problem Solving – Developing Operation Sense.
Science	<p>Light and sound - Sound and Vibrations</p> <ul style="list-style-type: none"> recognise and describe many sounds and sound sources state that they hear sounds through their ears recognise that when sounds are generated by objects, something moves or vibrates identify how sounds are made, associating some of them with something vibrating identify what is vibrating in a range of musical instruments generalise that sounds are produced when objects vibrate describe how sounds are generated by specific objects suggest ways of producing sounds recognise that vibrations from sounds travel through a medium to the ear recognise that sounds travel through solids, water and air 	<p>Electricity - Circuits and Components</p> <ul style="list-style-type: none"> identify common appliances that run on electricity identify mains operated and battery-operated devices describe some of the dangers associated with mains electricity name some components of a simple electrical circuit 	<p>Care for God’s Creation - (The world was made by God, so we take care of God’s creation).</p> <p>Animals including humans – Teeth and Digestion</p> <ul style="list-style-type: none"> identify a wider range of body parts, including some internal organs (large intestine, small intestine, brain, lungs, heart, stomach, oesophagus) 	<p>Care for God’s Creation - (The world was made by God, so we take care of God’s creation).</p> <p>Living things and their habitats – Classification and Interdependence (This includes food chains statement from animals including humans)</p> <ul style="list-style-type: none"> explore and use classification keys to help 	<p>Materials - Solids, Liquids and Gases</p> <ul style="list-style-type: none"> name some solids and liquids state that air is a gas state some differences between solids, liquids and gases recognise everyday substances as mixtures of solids, liquids and/or gases recognise that air is a material and that it is one 	



- explore how sound travels through a variety of materials
 - distinguish between pitch and volume (loudness)
 - describe differences in pitch and volume
 - **find patterns between the pitch of a sound and features of the object that produced it**
 - know that altering vibrations alters the pitch or volume
 - describe ways in which the pitch of a sound made by a particular instrument or vibrating object can be raised or lowered
 - generalise the effects of changes on sound (e.g. the tighter the tension the higher the pitch)
 - explore how to vary the pitch and volume of sounds from a variety of objects or instruments
 - **find patterns between the volume of a sound and the strength of the vibrations that produced it**
 - suggest how to change the loudness of the sounds produced by a range of musical instruments
 - **recognise that sounds get fainter as the distance from the sound source increases**
 - describe what they observe when they move further away from a source of sound
 - group instruments independently by the way sounds are produced
 - identify suitable materials to use for sound insulation
 - recognise that sound can be reflected from a surface which can cause an echo
 - describe how some animals use echo-location
- Care for God’s Creation -**
(The world was made by God, so we take care of God’s creation).

- know that batteries are sources of electricity
- recognise that for a circuit to work it must be complete
- construct a working circuit
- **construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers**
- make drawings of simple working circuits (pictorial only circuit symbols covered in year 6)
- make circuits from drawings provided
- **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**
- are methodical in tracing faults in simple circuits
- describe the effect of making and breaking one of the contacts on a circuit
- explain why some circuits work and others do not
- **recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit**
- describe how switches work
- construct a home-made switch
- identify materials as conductors or insulators
- construct simple circuits and use them to test whether materials are electrical conductors or insulators
- **recognise some common conductors and insulators, and associate**

- locate and name the different organs in the digestive system
- describe the role of each organ in the digestive system
- Catholic Social Teaching Lesson**
Life and Dignity of the Human Person
God made each person, so every life is important and should be protected.
- **describe the simple functions of the basic parts of the digestive system in humans**
- explain why food needs to be broken down
- recognise they need to take care of their teeth
- name the different types of teeth
- describe the role of each type of teeth in digestion
- **identify the different types of teeth in humans and their simple functions**
- explain how they should look after their teeth and recognise why they need to do so
- Catholic Social Teaching Lesson**
Rights and Responsibilities
God wants us to help make sure everyone is safe and healthy and can have a good life
- explain why dentists are concerned about the amount of sugar children have
- state that animals have different diets and may have different kinds of teeth
- explain how fossilised teeth give us clues about an animals’ diet
- explain why the teeth of certain types of animals need to be different

- group, identify and name a variety of living things in their local and wider environment**
- **recognise that living things can be grouped in a variety of ways**
- explore ways of grouping living things including animals and plants (flowering and non-flowering)
- recognise that animals can be grouped into vertebrates and invertebrates
- describe some of the characteristics of the vertebrate (fish, mammals, amphibians, reptiles and birds) groups (e.g. warm-blooded, have fur, lay eggs)
- group animals into vertebrate (fish, mammals, amphibians, reptiles and birds) and invertebrates groups (snails, slugs, spiders, worms and insects)
- explain why some animals are hard to classify (e.g. platypus, echidna, bat, flightless birds)
- identify that some animals feed on other animals and some on plants
- represent feeding relationships with simple food chains
- recognise that a food chain must always start with a green plant (a producer)
- represent feeding relationships within a habitat with food chains beginning with a green plant which ‘produces’

- of a range of gases which have important uses
- recognise that gases flow from place to place
- know that gases can be easily compressed
- describe the differences between solids and liquids
- describe the behaviour and properties of gases compares simple solids and liquids (e.g. in terms of ease of squashing or pouring)
- **compare and group materials together, according to whether they are solids, liquids or gases**
- make clear distinctions between the properties of solids, liquids and gases
- explain why granular solids have some of the properties associated with liquids
- explain why some substances are hard to classify as solids, liquids and gases (e.g. whipped cream, mousse, mayonnaise, muddy water, fizzy drinks, cornflour and water)
- observe what happens to a variety of materials when they are heated (e.g. chocolate, ice cream, butter, water)
- identify a wide range of contexts in which changes of state take place describe a few examples where these changes occur
- recognise that for a substance to be detected by smell, some of it must be in the gas state



		<p>metals with being good conductors</p> <ul style="list-style-type: none"> relate knowledge about metals and non-metals to their use in electrical appliances describe the use of conductors and insulators in components including connecting wires identify playdough and graphite as non-metal conductors and explain why this is unusual 	<ul style="list-style-type: none"> explain why humans do not have a full set of adult teeth at birth 	<p>food for the other organisms</p> <ul style="list-style-type: none"> recognise that green plants are the ultimate source of food for all animals use and understand the terms: producer, predator and prey construct and interpret a variety of food chains, identifying producers, predators and prey use food chains to predict what might happen to the numbers of an organism if there are suddenly more predators or less prey know the function of some of the more complex features which aid survival in specific habitats (e.g. gills, blubber, camouflage) describe why different animals and plants live in different habitats recognise that environments can change and that this can sometimes pose dangers to living things describe how humans can cause changes to environments explain why it is necessary to use a reasonably large sample when investigating the preferences of small invertebrates explain that different organisms are found in different habitats because of differences in environmental factors describe how humans have negatively impacted environments (e.g. pollution, deforestation, 	<ul style="list-style-type: none"> 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) compare the boiling point of different liquids state that ice, water and steam are the same material identify the processes of melting, freezing, evaporation and condensation describe what happens to water when it is heated and cooled recognise that these processes can be reversed describe how when ice melts it turns to liquid and how when water freezes it becomes ice describe how these processes can be reversed describe how liquids evaporate to form gases and how gases condense to form liquids sequence the changes that happen in the water cycle describe the water cycle in terms of these processes explain the relationship between liquids and solids in terms of melting and freezing explain the relationship between liquids and gases in terms of evaporation and condensation identify the part played by evaporation and condensation in the water
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					<p>introduction of invasive species)</p>	<p>cycle and associate the rate of evaporation with temperature</p> <ul style="list-style-type: none"> • know that temperature can affect the rate of evaporation or condensation • describe the effect of temperature on evaporation • explain how changing conditions affects processes such as evaporation and condensation • identify a range of contexts in which changes take place (e.g. evaporation of puddles in the school playground or from clothes on a washing line, condensation in the bathroom) • explore the effect of salt on ice • explain why salt is put on the roads in winter
<p>Geography</p>			<p>Call to Family, Community and Participation God made us to be part of communities, families and countries, so all people and share and help each other The Americas (Unit 1, Year 4 on Rising Stars)</p> <ul style="list-style-type: none"> • To use the eight points of the compass, with an atlas, map and/or Google™ Earth, to locate cities in the continent of North America, and to discover something about (some of) these cities and their states. • To discover something about South American regions, countries, and cities, and improve knowledge about the 		<p>Care for God’s Creation - (The world was made by God, so we take care of God’s creation). Rivers and Water Cycle (Unit 2, Year 4 on Rising Stars)</p> <ul style="list-style-type: none"> • To introduce the land part of the water cycle using geographical vocabulary • To introduce the sky (atmosphere) and its role in the water cycle • To learn about a major UK river – the River Thames – and to follow a river from source to mouth. • To explore the ways in which people use and change some of the world’s major rivers. 	<p>Earthquakes and Volcanoes (Unit 3, Year 4 on Rising Stars)</p> <ul style="list-style-type: none"> • To have an understanding of the causes, outcomes, and location of earthquakes. • To have some understanding of the causes, outcomes, and locations of volcanoes. • To understand the distribution of earthquakes and volcanoes, and to know where the world’s most active earthquake and volcanic zone is today. • To discover why people live in the vicinity of volcanoes, and what measures can be taken to



			<p>differences between continent, country, and city.</p> <ul style="list-style-type: none"> To research some countries and cities in North and South America and identify similarities and differences. To be able to name, locate and describe some of the main environmental regions of North and South America. To research the historic Route 66 and some of the cities it went/goes through. <p>To complete the unit by making the Big Finish presentation, and to elicit learning through question-and-answer time, and conversation.</p> <p>Catholic Social Teaching Lesson Solidarity God made everyone, so we are all brothers and sisters in God's family wherever we live</p>		<ul style="list-style-type: none"> To introduce the land part of the water cycle using geographical vocabulary To model a river or stream, and to see how changes in water flow affect the river or stream. 	<p>make life safer in earthquake zones.</p> <ul style="list-style-type: none"> To provide an opportunity to investigate recent earthquakes and volcanic eruptions and the associated issues. To create a Big Finish by making a working model of a volcano.
<p>History</p>	<p><u>The Romans (Unit 2, Year 4 on Rising Stars)</u></p> <ul style="list-style-type: none"> To understand the reasons why the Romans wanted to invade and settle in Britain. To understand why the Romans were able to defeat the Celts. To be able to reach a valid conclusion about the life of a Roman soldier on Hadrian's Wall. To be able to reach a valid conclusion on whether Roman roads 	<p><u>Anglo Saxons (Unit 1, Year 5 on Rising Stars)</u></p> <ul style="list-style-type: none"> To develop a chronologically secure knowledge and understanding of British and world history. To develop the appropriate use of historical terms. To understand how our knowledge of the past is constructed from a range of sources. To construct informed responses that involve thoughtful selection and organisation of 		<p>Catholic Social Teaching Lesson Life and Dignity of the Human Person God made each person, so every life is important and should be protected.</p> <p><u>Crime and Punishment (Unit 3, Year 4 on Rising Stars)</u></p> <ul style="list-style-type: none"> Can explain why certain changes and developments were of particular significance within topics and across time periods. Can provide a comprehensive list of the changes of Crime and 		



	<p>were a positive development.</p> <ul style="list-style-type: none"> To use evidence to decide which of the Roman developments has the greatest significance today. <p>Local History</p> <ul style="list-style-type: none"> use common words and phrases relating to the passing of time develop a chronologically secure knowledge and understanding of British and local history <p>Call to Family, Community and Participation God made us to be part of communities, families and countries, so all people and share and help each other</p> <ul style="list-style-type: none"> develop the appropriate use of historical terms address and devise historical valid questions about change, cause, similarity, difference and significance construct informed responses that involve selection of relevant information understand how our knowledge of the past is constructed from a range of sources. 	<p>relevant historical information.</p> <ul style="list-style-type: none"> To note connections, contrasts and trends over time. To regularly address and devise historically valid questions about significance. 		<p>Punishment within the period studied.</p> <ul style="list-style-type: none"> Will identify links between the changes. Will provide a clear rationale for why one change could be considered to be more important than others. May provide insightful ideas about whether some things did not change very much within a period and why. <p>Catholic Social Teaching Lesson Option for the Poor and Vulnerable God wants us to help people who are poor, who don't have enough food, a safe place to live or a community</p>		
Computing	<p>Catholic Social Teaching Lesson Life and Dignity of the Human Person God made each person, so every life is important and should be protected. Online Safety Children can explore key concepts relating to online safety using concept mapping such as 2Connect.</p>	<p>Coding Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, 'if' statements, repetition and variables. They can trace code and use step- through methods to identify errors in</p>	<p>Spreadsheets Children make informed software choices when presenting information and data.</p>	<p>Writing for Different Audiences Children understand the function, features and layout of a search engine. They can appraise selected webpages for credibility and information at a basic level.</p>	<p>Animation Children are able to make improvements to digital solutions based on feedback. Children make informed software choices when presenting information and data. They create linked content using a range of software such as 2Connect and 2Publish+. Children share digital content within their</p>	<p>Effective Searching Children understand the function, features and layout of a search engine. They can appraise selected webpages for credibility and information at a basic level. Hardware Investigators Children recognise the main component parts of hardware which allow computers to join</p>



	<p>They can help others to understand the importance of online safety. Children know a range of ways of reporting inappropriate content and contact</p> <p>Coding When turning a real-life situation into an algorithm, the children's design shows that they are thinking of the required task and how to accomplish this in code using coding structures for selection and repetition. Children make more intuitive attempts to debug their own programs.</p>	<p>code and make logical attempts to correct this. e.g. traffic light algorithm in 2Code. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately.</p>			<p>community, i.e. using Virtual Display Boards.</p> <p>Children's use of timers to achieve repetition effects are becoming more logical and are integrated into their program designs. They understand 'if statements' for selection and attempt to combine these with other coding structures including variables to achieve the effects that they design in their programs. As well as understanding how variables can be used to store information while a program is executing, they are able to use and manipulate the value of variables. Children can make use of user inputs and outputs such as 'print to screen'. e.g. 2Code.</p>	<p>and form a network. Their ability to understand the online safety implications associated with the ways the internet can be used to provide different methods of communication is improving.</p>
Music	Music with Mrs Kee linked to topic.	Music with Mrs Kee linked to topic	Music with Mrs Kee linked to topic	Music with Mrs Kee linked to topic	Music with Mrs Kee linked to topic	Music with Mrs Kee linked to topic
Art/DT	<p>Art focus Make Roman mosaic</p> <ul style="list-style-type: none"> To produce complementary print blocks to create repeating or layers designs. Use colour to enhance final designs. To embellish with paint and paper. To be able to mix graduations of one colour e.g. dark green to light green by adding white and yellower greens by adding yellow. To learn how to apply paint with increasing control. 	<p>DT Make Anglo-Saxon shield with sewn element.</p>	<p>DT focus Making a circus tent</p>	<p>DT focus- British inventors</p>	<p>Care for God's Creation - (The world was made by God, so we take care of God's creation). Art focus Adonna Khare -charcoal animal artist Linked with science - Living things and their habitats Paintings / sketches of animals</p> <ul style="list-style-type: none"> To explore light and dark through use of charcoal, chalk and pastel. To create a wide range of tones using graded drawing pencils To know that things are further away are lighter and greyer 	<p>Art focus- Landscapes</p>



	<ul style="list-style-type: none"> Choose and use the correct size brush. Use different types of paint for different effects To explore how to layer materials and to create different effect. 					
PE	<p>Tag rugby</p> <ul style="list-style-type: none"> -To develop ball handling skills demonstrating increasing control and accuracy. -To develop throwing, catching and running with the ball -To develop an understanding of tagging rules. -To begin to use the 'forward pass' and 'off side' rule. -To be able to support a teammate when attacking. -To be able to dodge a defender and move into space when running towards the goal. -To develop defending skills and use them in a game situation. - To be able to apply the rules and tactics you have learnt and play in a tag rugby tournament. 	<p>Gymnastics</p> <ul style="list-style-type: none"> -To develop individual and partner balances. - To develop control in performing and landing rotation jumps. - To develop the straight, barrel, forward and straddle roll. - To develop the straight, barrel, forward and straddle roll. - To develop strength in inverted movements. - To be able to explore pathways and travelling movements. - To be able to create a sequence to include apparatus and inverted movements. - To be able to create a partner sequence to include apparatus. 	<p>Cricket</p> <ul style="list-style-type: none"> - To be able to bowl a ball with some accuracy and consistency. -To learn the rules of the game and begin to use them to play honestly and fairly. - To communicate with my teammates to apply simple tactics. - To persevere when learning a new skill. - To provide feedback using key terminology and understand what I need to do to improve. - To strike a bowled ball after a bounce. - To use overarm and underarm throwing, and catching skills with increasing accuracy. - To share ideas and work with others to manage our game. 	<p>Netball</p> <ul style="list-style-type: none"> -To defend one on one and know when to win the ball. -To explain what happens to my body when I exercise and how this helps to make me healthy. -To move to a space to help my team to keep possession and score goals. -To pass, receive and shoot the ball with increasing control. -To provide feedback using key terminology and understand what I need to do to improve. -To use simple tactics to help my team score or gain possession. - To share ideas and work with others to manage our game. -To understand the rules of the game and I can use them often and honestly. 	<p>Hockey</p> <ul style="list-style-type: none"> -To develop sending and receiving the ball with accuracy and control. - To develop the attacking skill of dribbling. - To develop dribbling to beat a defender. - To use defending skills to delay an opponent and gain possession. -To apply attacking skills to move towards goal and find space. -To apply skills and knowledge to compete in a tournament. 	<p>Athletics</p> <ul style="list-style-type: none"> -To develop stamina and an understanding of speed and pace in relation to distance. -To develop power and speed in the sprinting technique. -To develop communication skills and technique in relays. -To develop technique when jumping for distance. -To develop fluency and technique in the vertical jump. -To develop power and technique when throwing for distance. -To develop a pull throw for distance and accuracy. -To develop officiating and performing skills.
PSHE	Being me in my world	Celebrating difference	Dreams and goals	Healthy Me Catholic Social Teaching Lesson Rights and Responsibilities God wants us to help make sure everyone is safe and healthy and can have a good life	Relationships Catholic Social Teaching Lesson Rights and Responsibilities God wants us to help make sure everyone is safe and healthy and can have a good life	Changing me Catholic Social Teaching Lesson Rights and Responsibilities God wants us to help make sure everyone is safe and healthy and can have a good life
RSE		<p>Module 1, Unit 1 Session 1: Get Up! Session 2: The Sacraments</p> <p>Module 1, Unit 2</p>	<ul style="list-style-type: none"> Module 1, Unit 3 Session 1: What Am I Feeling? 	<p>Module 2, Unit 1 Story Sessions: Jesus, My Friend</p> <p>Module 2, Unit 2</p>	<p>Module 2, Unit 3 Session 1: Sharing Online Session 2: Chatting Online Session 3: Safe in My Body</p>	<p>Module 3, Unit 1 Session 1: A Community of Love Session 2: What is the Church?</p>



		<p>Session 1: We Don't Have to Be The Same</p> <p>Session 2: Respecting Our Bodies</p> <p>Session 3: What is Puberty?</p> <p>Session 4: Changing Bodies</p> <p>Session 5: Boy/Girl Discussion Groups</p>	<ul style="list-style-type: none"> • Session 2: What Am I Looking at? • Session 3: I Am Thankful! • Module 1, Unit 4 • Session 1: Life Cycles 	<p>Session 1: Friends, Family and Others</p> <p>Session 2: When Things Feel Bad</p>	<p>Session 4: Drugs, Alcohol and Tobacco</p> <p>Session 5: First Aid Heroes</p> <p>Catholic Social Teaching Lesson</p> <p>Option for the Poor and Vulnerable</p> <p>God wants us to help people who are poor, who don't have enough food, a safe place to live or a community</p>	<p>Module 3, Unit 2</p> <p>Session 1: How Do I Love Others?</p>
French	<p>Presenting myself</p> <ul style="list-style-type: none"> • Count to 20. • Say their name and age. • Say hello and goodbye and then ask how somebody is feeling and answer • how they are feeling. • Tell you where they live. • Tell you their nationality and understand basic gender agreement rules. 	<p>Care for God's Creation - (The world was made by God, so we take care of God's creation).</p> <p>Family</p> <ul style="list-style-type: none"> • Tell somebody the members, names and various ages of either their own or a fictional family in French. • Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. • Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. • Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have). 	<p>Seasons</p> <ul style="list-style-type: none"> • Recognise, recall and remember the 4 seasons in French. • Recognise, recall and remember a short phrase for each season in French. • Say which season is their favourite in French and attempt to say why using the conjunctions 'et' and 'car'. 	<p>The Classroom</p> <ul style="list-style-type: none"> • Recognise and repeat from memory simple classroom objects and use the correct gender. • Say what they have and do not have in their pencil case. • Recognise and respond to simple classroom commands and praise. 	<p>At the tea room</p> <ul style="list-style-type: none"> • Order from a selection of foods from a French menu. • Order from a selection of drinks from a French menu. • Order a French breakfast. • Order typical French snacks. • Ask for the bill. • Remember how to say hello, goodbye, please and thank you. 	<p>What is the weather?</p> <ul style="list-style-type: none"> • Repeat and recognise the vocabulary for weather in French. • Ask and say what the weather is like today. • Create a French weather map. • Describe the weather in different regions of France using a weather map with symbols.
LOTC	<p>Crosses from OL resources.</p> <p>Re-enactment of scripture/parables.</p>					
Educational visits						End of year trip