
















Subject	Topic	Key Knowledge and Skills
English 	Reading	<ul style="list-style-type: none"> I can discuss words and phrases that capture the reader's interest and imagination. I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
	Writing	<ul style="list-style-type: none"> I can write setting and character descriptions. I can write a play script. I can write a discussion text. I can write a persuasion text.
	Grammar and Spelling	<ul style="list-style-type: none"> I can use fronted adverbials. I can use of inverted commas and other punctuation to indicate direct speech. I can use co-ordinating conjunctions to join two main clauses. I can use subordinating conjunctions to add detail. I can spell words from Y4 statutory spelling list.
Maths 	Multiplication and division Length and Perimeter Fractions Decimals	<ul style="list-style-type: none"> I can recall and use multiplication and division facts for multiplication tables up to 12 x 12. I can multiply two-digit and three-digit numbers by a one-digit number using formal written layout. I can use the correct units of measurement. I can calculate the perimeter of rectilinear shapes. I can recognise and show, using diagrams, families of common equivalent fractions. I can count in hundredths. I can recognise and write decimal equivalents of any number of tenths or hundredths.
Science 	States of Matter How would we survive without water?	<ul style="list-style-type: none"> I can classify different materials into solids, liquids and gases. I can find patterns in how temperature affects water. I can describe the key stages of the water cycle. I can find patterns in the speed ice melts. I can identify different materials which are strong thermal insulators. I can research how different materials change state at different temperatures.
	Electricity How could we cope without electricity for one day?	<ul style="list-style-type: none"> I can identify common electrical appliances and where you would find them. I can describe how a complete circuit makes a lightbulb work. I can compare different electrical insulators.
Computing 	Programming A Repetition in Shapes	<ul style="list-style-type: none"> I can explain the effect of changing a value of a command. I can write an algorithm to produce a given outcome. I can use a count-controlled loop to produce a given outcome. I can develop my program by debugging it
	Data and Information Data Logging	<ul style="list-style-type: none"> I can explain what data can be collected using sensors. I can identify that data from sensors can be recorded. I can identify the intervals used to collect data. I can explain the benefits of using a data logger.
Geography 	Region in Europe, physical and human characteristics, tectonics. Compare to North East England Why does Italy shake and roar?	<ul style="list-style-type: none"> I can state the location of Italy – identify and describe it and its key physical and human characteristics using maps of Europe and country maps. I can understand geographical similarities and differences through the study of a region in a European country. I can describe and understand types of human settlement and land use.
History 	The Roman Empire and its impact on Britain What was daily life like in Roman Britain?	<ul style="list-style-type: none"> I understand daily Roman life. I can develop skills of locating and explaining similarity and difference. I can develop use of primary sources - observation, inference and clustering. I can develop understanding and analysis of historical interpretations.
French 	My Town (ma ville)	<ul style="list-style-type: none"> I can ask how much something costs and say the prices. I can talk about what is in my town. I can give directions. I can say names of shops. I can say the names of items I might buy in a shop.
	Describing People (decrire les gens)	<ul style="list-style-type: none"> I can say colours that are useful for describing hair and eyes. I can describe physical features. I can describe a person's personality. I can say what I am wearing. I can use, "il" and "elle" with "être" and "avoir".

 <p>Art</p>	<p>Formal Elements</p>	<ul style="list-style-type: none"> • I can create drawings to represent words and phrases. • I can work with clay tools. • I can create a range of mark making techniques. • I can create patterns using printing techniques. • I can create prints. • I can make stamps from geometric shapes to create prints. • I can create patterns using symmetry and reflection. • I can create geometric patterns with a compass.
 <p>DT</p>	<p>Mechanisms: Sling Shot Cars</p>	<ul style="list-style-type: none"> • I know that a chassis is the frame of a car on which everything else is built. • I can design a suitable car body to cover my chassis. • I can make the body of my car. • I can evaluate the speed of my design.
 <p>Music</p>	<p>African Drumming</p>	<ul style="list-style-type: none"> • I can listen and respond to rhythms played on the African Drums. • I can make different sounds using the African Drums. • I can put sounds together to create a rhythm. • I can follow a rhythm, counting beats to keep in time. • I can play a rhythm in unison with my class mates. • I can perfect two African rhythms. • I know why the rhythms would be played. • I know which region of Africa the rhythms come from. • I can develop a class performance of the African Drums. • I can perform the African Drum for an audience.
	<p>Adapting and Transposing Motifs (Theme: Romans)</p>	<ul style="list-style-type: none"> • I can learn a new song. • I can sing in time and in tune. • I can follow and learn lyrics. • I can create and perform a motif, notating it with reasonable accuracy. • I can transpose a motif, using sharp or flat notes where necessary and change the rhythm. • I can combine different versions of a musical motif and perform as a group using musical notation.
 <p>PE</p>	<p>Dance Indian Delight Tudor Dance</p>	<ul style="list-style-type: none"> • I can research and improvise Indian dance movements. • I can use linking movements to ensure fluency. • I can work cooperatively with others. • I can describe and suggest ways to improve my own and others' dance.
	<p>Net & Wall Mini-Tennis</p>	<ul style="list-style-type: none"> • I can use a range of techniques to hit the ball. • I can move to try to intercept the ball. • I can explain the tactics I have used.
 <p>PSHE</p>	<p>Proud and Passionate</p>	<ul style="list-style-type: none"> • I can appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. • I can explore and critique how the media present information. • I can recognise different types of relationships. • I can understand that differences and similarities between people arise from a number of factors. • I can recognise and challenge stereotypes.
	<p>Individual and Inclusive</p>	<ul style="list-style-type: none"> • I know which people that are responsible for helping me stay healthy and safe. • I can research, discuss and debate topical issues, problems and events concerning health and wellbeing. • I know why and how rules and laws that protect me and others are made and enforced and why different rules are needed in different situations. • I can suggest and engage with ways that I can contribute to the decision-making process in school. • I can understand that I have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. • I can explore and critique how the media present information.
 <p>RE</p>	<p>What do Christians believe about Jesus?</p>	<ul style="list-style-type: none"> • I can describe some of the events in the life of Jesus. • I can describe some of the Christian beliefs about Jesus shown through these events. • I can show how these beliefs have an impact on the lives of Christians today. • I can ask questions connected with my learning, express an opinion and give plausible reasons to back my opinion up.