

Year 4 Curriculum Map

2020-21

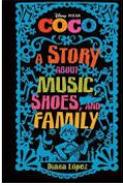
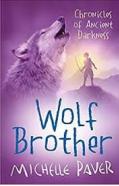
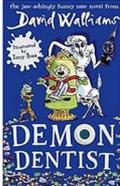
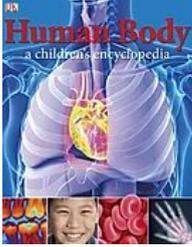
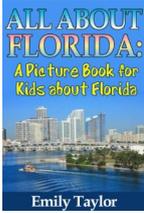
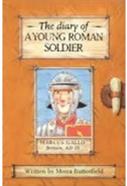
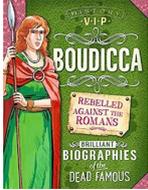
2014 National Curriculum Coverage at Langney Primary School – Year 4

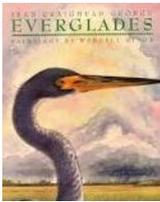
Vision Statement: <i>'At the forefront of education, our vision is to provide opportunity and excellence in all branches of learning. By creating a flagship school that is a 'Centre of Excellence' in scores of disciplines, academic and beyond, each unique child's potential is explored and natural talents discovered. At Langney Primary School our vision is to uphold the balance between EXCELLENCE (standards) and the ENJOYMENT of learning. Our school ethos places emphasis on physical, social and emotional health to ensure a healthy body and mind for our pupils, parents and staff (School Vision Statement March 2019).'</i>	School Motto: <p style="text-align: center; font-size: 1.2em;">“Active Body, Healthy Mind”</p>
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Curriculum Intent: <ol style="list-style-type: none"> 1) INNOVATION 2) CENTRE OF EXCELLENCE IN ALL DISCIPLINES 3) TALENT DISCOVERY 4) RAISING ASPIRATIONS & LIFE CHANCES 5) BALANCE BETWEEN EXCELLENCE (STANDARDS) and ENJOYMENT 6) HEALTH & WELL-BEING 	Core Values: The individual school character is based on the following shared core values which underpin our behaviour principles and interactions with each other: <table border="1" style="margin-left: auto; margin-right: auto; text-align: center;"> <tr><td>Mutual Respect</td></tr> <tr><td>Aspiration</td></tr> <tr><td>Appreciation</td></tr> <tr><td>Positivity</td></tr> <tr><td>Forgiveness</td></tr> </table>	Mutual Respect	Aspiration	Appreciation	Positivity	Forgiveness
Mutual Respect						
Aspiration						
Appreciation						
Positivity						
Forgiveness						

VR/AR Resources	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Stunning Start and Fabulous Finish						
Stunning Start	Class welcome with class theme	Day of the Dead celebration (& Coco film)	Stone Age Artifacts and children generate questions	Visit from Dentist	Travel agent to come in to talk about Florida	Roman Dress up day - Hands on History?
Fab Finish	Junk Modelling	Christmas Decorations	Priority trip - Stone age related	Stone - Bronze and Iron Age Parent Quiz	Green screen of brochures	Roman Celebrations - food & art gallery

Coverage						
Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Title	What a Load of Rubbish	The Day Of The Dead	Wolf Brother	Demon Dentist	The Sunshine State	Rotten Romans
Writing Genres	Power description of a rainforest Description setting & Character Formal letter	Narrative coco (fantasy) Police report-missing child(recount) Instructions recipe	Narrative (Historical) Information (history) poem (wind, rain)	Description (Character description) Newspaper report Fact file about teeth (non-chronological report)	Persuasive/information: (Brochure/leaflet) Poetry Formal Letter	Diary entry (recount) Battle report Informal Letter to new teacher
Reading Genres	RC through a range of fiction and nonfiction	RC through a range of fiction and non fiction	RC through a range of fiction and non fiction	RC through a range of fiction and non fiction	RC through a range of fiction and non fiction	RC through a range of fiction and non fiction

Core Text		 	   Poem (wind rain, river poem)	  	 Children's Book About Florida: A Kids Picture Book About Florida With Photos and Fun Facts Kindle Edition by Emily Taylor (Author)	  Boudicca (History VIPs)
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					  Brochure Poem	
Science	Scientific Enquiry <ul style="list-style-type: none"> I can ask relevant questions and use different types of scientific enquiries to answer them. I can set up simple practical enquiries, comparative and fair tests. I can make systematic and careful observations and, where appropriate, take accurate measurements using standard units, use a range of equipment, including thermometers and data loggers. I can gather, record, classify and present data in a variety of ways to help in answering questions. I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. I can use results to draw simple conclusions, make predictions for new 	Chemistry: States of matter <ul style="list-style-type: none"> I can compare and group materials together, according to whether they are solids, liquids or gases. I can 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). I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	Physics: Electricity <ul style="list-style-type: none"> I can identify common appliances that run on electricity. I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. I can 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. I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. I can recognise some common conductors and insulators, and associate metals with being good conductors. 	Biology: Animals including Humans <ul style="list-style-type: none"> I can describe the simple functions of the basic parts of the digestive system in humans. I can identify the different types of teeth in humans and their simple functions. I can construct and interpret a variety of food chains, identifying producers, predators and prey. 	Biology: Living things and Habitats <ul style="list-style-type: none"> I can recognise that living things can be grouped in a variety of ways. I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. I can recognise that environments can change and that this can sometimes pose dangers to living things. 	Physics: Sound <ul style="list-style-type: none"> I can identify how sounds are made, associating some of them with something vibrating. I can recognise that vibrations from sounds travel through a medium to the ear. I can find patterns between the pitch of a sound and features of the object that produced it. I can find patterns between the volume of a sound and the strength of the vibrations that produced it. I can recognise that sounds get fainter as the distance from the sound source increases.
Science Key Scientists		Alfred Barnhard Nobel	Benjamin Franklin, Coulomb, Volta Ampere	Al-Jahiz Charles Elton	Carl Linnaeus	Robert Boyle Ernst Mach. Heinrich Hertz
Computing	Digital World <ul style="list-style-type: none"> I can explain what the World Wide Web is. I can explain how the internet works. I can construct an illustration of the internet. I can use specific web search features. I can insert hyperlinks into my work. 	Programming 1 <ul style="list-style-type: none"> I can suggest a simple program for a robot to complete. I can use logical reasoning when programming I can convert an algorithm into a program. I can find and fix errors in a program. I can read and interpret a program fluently. 	Electronic Safety <ul style="list-style-type: none"> I can create an algorithm for dealing with an e-safety worry. I understand how easy it is to give away personal information. I understand the PEGI rating system. I can manage our digital footprint I am aware of what information I might give away without realising. 	Data Handling <ul style="list-style-type: none"> I can name and format column and row titles I can use a 'SUM' formula. I can use the drag feature to autocomplete a formula in multiple cells. I can use conditional formatting I can analyse a spreadsheet and draw conclusions. 	Programming 2 <ul style="list-style-type: none"> I can program instructions in a logical way, using a flowchart. I can programme a loop in Flowol. I can place a delay in a Flowol sequence and explain its role. I can run two separate sequences, in Flowol, that work to achieve a combined output. I can fragment a system in Flowol to identify and debug errors. I can create multiple sequences that work together to make a system. 	Digital Presentation <ul style="list-style-type: none"> I can use technology to create and present my ideas. I can edit and improve a digital image. I can decide the best frame format when taking a picture. I can use the digital skills I have developed to create meaningful content. I can determine the best way to achieve impact on a piece of digital artwork

E-Safety	<ul style="list-style-type: none"> Use technology safely, respectfully and responsibly Recognise acceptable / unacceptable behaviour <p>Identify a range of ways to report concerns about content and contact</p>					
History	<p><u>Black History Month</u></p> <p>Links to Writing and Art</p> <p>Possible poem and fact file</p>		<p><u>Stone Age</u></p> <p>1. Introduce Stone age, ask and create questions and discover the Paleolithic period.</p> <ul style="list-style-type: none"> I can ask questions and find answers about the past. I can look at a range of sources to find out about the past (e.g. documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, museums). <p>2. Introduce and discover the Mesolithic and Neolithic period</p> <ul style="list-style-type: none"> I can ask questions and find answers about the past. I can look at a range of sources to find out about the past (e.g. documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, museums). <p>3. Place key events from Paleolithic, Mesolithic and Neolithic in order and describe the changes</p> <ul style="list-style-type: none"> I can use a timeline to place historical events in chronological order. I can describe events from the past using dates when things happened. I can use a timeline to describe the changes in a period of history. I can explain the changes in Britain from the Stone Age to the Iron Age. <p>4. Explore a case study of skara brae</p> <ul style="list-style-type: none"> I can explain the changes in Britain from the Stone Age to the Iron Age. Skara Brae - Late Neolithic hunter-gatherers and early farmers 	<p><u>Bronze Age & Iron Age</u></p> <p>1. Introduce Bronze age, ask and create questions</p> <ul style="list-style-type: none"> I can ask questions and find answers about the past. I can look at a range of sources to find out about the past (e.g. documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, museums). <p>2. Introduce Iron age, ask and create questions,</p> <ul style="list-style-type: none"> I can ask questions and find answers about the past. I can look at a range of sources to find out about the past (e.g. documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, museums). <p>3. Look at Iron age fort hills</p> <ul style="list-style-type: none"> I can explain the changes in Britain from the Stone Age to the Iron Age. Iron Age Hill Forts – tribal kingdoms, farming, art and culture. <p>4. order events from stone age to bronze age to iron age and write changes over time</p> <ul style="list-style-type: none"> I can explain the changes in Britain from the Stone Age to the Iron Age. I can describe events from the past using dates when things happened. I can use a timeline to place historical events in chronological order. I can use a timeline to describe the changes in a period of history. 		<p><u>Roman Empire</u></p> <p>1. Introduce Romans and their empire</p> <ul style="list-style-type: none"> I can ask questions and find answers about the past. I can look at a range of sources to find out about the past (e.g. documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, museums). <p>2. Roman's invasion attempts of Britain</p> <ul style="list-style-type: none"> I can use evidence to explain about the Roman Empire and its impact on Britain. <p><i>Julius Caesar's attempted invasion in 55-54BC</i> <i>The Roman Empire by AD42 and the power of its army.</i></p> <ul style="list-style-type: none"> I can describe events from the past using dates when things happened. <p>3. Boudicca's resistance</p> <ul style="list-style-type: none"> I can use evidence to explain about the Roman Empire and its impact on Britain. <p><i>British resistance, e.g. Boudica</i></p> <ul style="list-style-type: none"> I can recognise that there are different accounts of history. <p>4. Roman's Legacy to Britain</p> <ul style="list-style-type: none"> I can use evidence to explain about the Roman Empire and its impact on Britain <p><i>Romanisation of Britain – sites such as Caerwent and the impact on technology, culture and beliefs, including early Christianity.</i></p>
Geography	<p><u>Geographical Skills and Fieldwork of Local Area</u></p> <p>1. Compass points</p> <ul style="list-style-type: none"> I can use the eight points of the compass to help build my knowledge of places. <p>2. Grid reference of local area</p> <ul style="list-style-type: none"> I can use symbols and key and four & six figure grid references to build my knowledge of U.K. and the wider world. <p>3. Field work record and sketch</p> <ul style="list-style-type: none"> I can do fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies <p>4. Field work presenting</p> <ul style="list-style-type: none"> I can do fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including 	<p><u>Place Knowledge The Worlds and North America</u></p> <p>1. Revision; name the continents, oceans</p> <ul style="list-style-type: none"> KS1 Review – I can name and locate the seven continents of the world (North America, South America, Europe, Asia, Oceania/ Australasia, Antarctica). KS1 Review - I can name the world's seven continents and five oceans (Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, Southern Ocean). <p>2. Locate North America countries and capital cities (europe starter)</p> <ul style="list-style-type: none"> Year 3 Review – I can name and locate European countries and cities. I can name and locate the countries of North America and major cities. <p>3. Identify human features of North America</p> <ul style="list-style-type: none"> I can identify the main languages spoken in North America. I can identify flags of North American countries. 			<p><u>Place Knowledge & Human and Physical Geography of North America</u></p> <p>1. Compare the Florida Everglades to the U.K. Broadlands</p> <ul style="list-style-type: none"> I can understand geographical similarities and differences, through the study of human and physical geography, between a region of the U.K. and a region of North America. I can describe and understand key aspects of physical geography in North America: <p>2. Compare human features between Florida and Eastbourne</p> <ul style="list-style-type: none"> I can describe and understand key aspects of human geography in North America: I can understand geographical similarities and differences, through the study of human and physical geography, between a region of the U.K. and a region of North America. <p>3. Explore Extreme weather in North America</p> <ul style="list-style-type: none"> I can describe and understand key aspects 	

	<p>sketch maps, plans and graphs and digital technologies</p>	<p>4. Locating environmental regions of North America and there features</p> <ul style="list-style-type: none"> I can use maps, atlases globes and digital mapping to locate countries and describe features studied. I can identify North America's environmental regions. 			<p>of physical geography in North America:</p> <ul style="list-style-type: none"> Climate zones weather extremes (tornadoes, hurricanes) 	
<p>Art & Design</p>	<p>Drawing</p> <ul style="list-style-type: none"> I can identify and draw the effect of light on something. I can draw facial and body language in sketches. I can draw whole people accurately including proportion and placement. I can draw from life with scale and proportion. I can blend using blending stumps to create 3D shape of simple objects. I can draw simple objects and use marks and lines to produce the impression of texture. I can experiment with scale when drawing using a variety of scales. <p><i>portrait in pairs</i> <i>Movement in pairs (Drawing whole body in pairs)</i></p> <p>watercolours <i>through landscape or portrait</i></p>	<p>Painting</p> <ul style="list-style-type: none"> I can accurately match and colour mix, tint, tone and shade. I use colour to reflect mood, feeling and movement. I can use a range of brushes to paint in the style of pointillism. I can create my own relief prints. I can add over time at least 4 colours to the relief tile. I can experiment with different styles which artists have used. I can improve on my original ideas and keep notes about the purpose of my work. I can talk about art from other periods of history. I can apply watercolour paint effectively. <p><i>Decorating Sugar skulls using different mediums</i></p> <p><i>Pointillism</i> <i>Relief print</i></p>				<p>Sculptures</p> <ul style="list-style-type: none"> I can experiment and combine materials and processes to design and make a 3D form. I can create moulds by using model magic or own silicone mould materials. <p><i>Making Roman Pots</i></p> <p><i>Mosaics – links to history</i></p> <p>Painting</p> <ul style="list-style-type: none"> I can edit my photography using computer software in the style of Darren Rowse (Computing T6)
<p>Art & Design</p> <p>Knowledge and Appreciation of Artists and Designers</p>	<p>Leonardo Da Vinci</p> <p>J.M.W. Turner</p>	<p>George Seurat</p>				<p>(Roman art)</p>
<p>Design Technology</p>		<p>Let's Get Cooking</p>	<p>Food</p> <p>FOOD: HEALTHY AND VARIED DIET</p> <p>Evaluating Existing Products</p> <ul style="list-style-type: none"> I can carry out sensory evaluations of a variety of ingredients and products; and record the evaluations using e.g. tables and simple graphs. I know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. <p>Design</p> <ul style="list-style-type: none"> I can generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, texture and aroma for an appealing product 	<p>Electrical Systems</p> <p>ELECTRICAL SYSTEMS: SIMPLE CIRCUIT AND SWITCHCES</p> <p>Evaluating Existing Products</p> <ul style="list-style-type: none"> I can investigate and analyse a range of existing battery-powered products. <p>Design</p> <ul style="list-style-type: none"> I can gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed a particular individuals or groups I can generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, 	<p>Mechanical Systems</p> <p>MECHANICAL SYSTEMS: LEVERS AND LINKAGES</p> <p>Evaluating Existing Products</p> <ul style="list-style-type: none"> I can investigate and analyse books and, where available, other products with lever and linkage mechanisms. <p>Design</p> <ul style="list-style-type: none"> I can generate realistic ideas and my own design criteria through discussion, focussing on the needs of the user. I can use annotated sketches and prototypes to develop, model and communicate ideas. <p>Make</p> <ul style="list-style-type: none"> I can order the main stages of making. 	

			<p>for a particular user and purpose.</p> <ul style="list-style-type: none"> I can use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas <p>Make</p> <ul style="list-style-type: none"> I can plan the main stages of a recipe, listing ingredients, utensils and equipment. I can select and use appropriate utensils and equipment to prepare and combine ingredients. I can select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. <p>Evaluate</p> <ul style="list-style-type: none"> I can evaluate the ongoing work and the final product with reference to the design criteria and the views of others <p>Technical Knowledge and Understanding</p> <ul style="list-style-type: none"> I know how to use appropriate equipment and utensils to prepare and combine food. I know and use relevant technical and sensory vocabulary appropriately. <p><i>Children design and make frozen fruit ice lollies</i></p>	<p>cross-sectional and exploded diagrams.</p> <p>Make</p> <ul style="list-style-type: none"> I can order the main stages of making. I can select from and use tools and equipment to cut, shape, join and finish with some accuracy. I can select from and use materials and components including construction materials and electrical components according to their functional properties and aesthetic qualities. <p>Evaluate</p> <ul style="list-style-type: none"> I can evaluate my own ideas and products against my own design criteria and identify the strengths and areas for improvement in my work. <p>Technical Knowledge and Understanding</p> <ul style="list-style-type: none"> I understand and use electrical systems in my products, such as series circuits or incorporating switches, bulbs and buzzers. I can apply my understanding of computing to program and control my products. I know and use technical vocabulary relevant to the project. <p><i>Children are to make a quiz board about how to look after teeth or about the digestive system and have to match the answers to the questions.</i></p>	<ul style="list-style-type: none"> I can select from and use appropriate tools with some accuracy to cut, shape and join paper and card. I can select from and use finishing techniques suitable for the product I am creating. <p>Evaluate</p> <ul style="list-style-type: none"> I can evaluate my own products and ideas against criteria and user needs, as I design and make. <p>Technical Knowledge and Understanding</p> <ul style="list-style-type: none"> I understand and use lever and linkage mechanisms. I can distinguish between fixed and loose pivots. I know and use technical vocabulary relevant to the project. <p><i>Children to make Animals from the Everglades using levers and linkages</i></p>	
Spanish	Pocket Money <i>Numbers to 100, euros, prices shopping conversations</i>	Sporting Life <i>Sports (verbs to play/to do) Healthy eating and drinking (verbs to eat and drink)</i>	Carnival of Animals <i>Saying which pets we would like and have (conditional verb). Names of pets</i>	All Aboard <i>Types of transport, likes and dislikes, the verb 'to go' conjugation in different forms</i>	Tell Me A Story <i>Handa's Surprise (animals/fruits) storytelling and writing)</i>	What's The Weather Like? <i>Describing the weather, understanding forecasts, understanding a Spanish story about the weather)</i>
Music Charanga Music School	Ukulele Pop <i>To play in the correct position</i>	Ukulele Rock <i>Play a chord</i>	Ukulele Reggae <i>Play using 2 chords</i>	Ukulele Classical <i>Perform a song</i>	Ukulele Jazz <i>Perform a song with 5 chords</i>	Ukulele Hip Hop <i>Compose using chords</i>
Physical Education	Football – fundamental movements & ball skills Gymnastics – travel, balance, rolls	Rugby - movement & handling skills Hockey – movement & handling skills Gymnastics – rolling, flight, performance	Basketball – team skills, ball handling Netball – team skills, ball handling Dance – Movement, following and creating choreography, performance	Handball – team skills, ball handling Dance – Movement, following and creating choreography, performance	Tennis - Striking a ball, racket grip, ball control Quick Cricket – Striking a ball, throwing and catching, bowling a ball	Athletics – Running, jumping, throwing *Sports Day Practice OAA – team building, problem solving map reading, team orienteering
PSHE (Jigsaw)	Being Me In My World	Celebrating Differences	Changing me (Yr 3) <ul style="list-style-type: none">I understand that in animals and humans	Healthy Me <ul style="list-style-type: none">I can recognise how different friendship	Relationships <ul style="list-style-type: none">I can identify the web of relationships that I	Changing Me <ul style="list-style-type: none">I understand that some of my personal

	<ul style="list-style-type: none"> I know my attitudes and actions make a difference to the class team. I understand who is in my school community, the roles they play and how I fit. I understand how democracy works through the school council. I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them. I understand how groups come together to make decisions. I understand how democracy and having a voice benefits the school community. 	<ul style="list-style-type: none"> I understand that, sometimes, we make assumptions based on what people look like. I understand what influences me to make assumptions based on how people look. I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure. I can tell you why witnesses sometimes join in with bullying and sometimes don't tell. I can identify what is special about me and value the ways in which I am unique. I can tell you a time when my first impression of someone changed when I got to know them 	<ul style="list-style-type: none"> lots of changes happen between conception and growing up, and that usually it is the female who has the baby. I understand how babies grow and develop in the mother's uterus. I understand what a baby needs to live and grow. I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. I can start to recognise stereotypical ideas I might have about parenting and family roles. 	<ul style="list-style-type: none"> groups are formed, how I fit into them and the friends I value the most. I can recognise the changing dynamics between people in different groups, see who takes on which role, e.g. leader, follower, and understand the roles I take on in different situations. I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke. I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol. I can recognise when people are putting me under pressure and can explain ways to resist this when I want. I know myself well enough to have a clear picture of what I believe is right and wrong. 	<ul style="list-style-type: none"> am part of, starting from those closest to me and including those more distant. I can identify someone I love and can express why they are special to me. I can tell you about someone I know that I no longer see. I can explain different points of view on an animal rights issue. I understand how people feel when they love a special pet. I know how to show love and appreciation to the people and animals who are special to me. 	<ul style="list-style-type: none"> characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm. I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby. I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. I know how the circle of change works and can apply it to changes I want to make in my life. I can identify changes that have been and may continue to be outside of my control that I learnt to accept. I can identify what I am looking forward to when I am in Year 5.
Religious Education (Discovery)	<p>Buddhism Life of the Buddha</p> <ul style="list-style-type: none"> I can tell you some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him. I can begin to show an understanding of what being happy means to Buddhists. 	<p>Christianity Christmas</p> <ul style="list-style-type: none"> I can start to explain which Christmas symbols tell Christians something about the incarnation (Jesus being God on earth). I can ask questions about what Christmas means to Christians and compare this with what it means to me. 	<p>Judaism Passover</p> <ul style="list-style-type: none"> I can describe some of the things Jewish people do to show respect to God and have some understanding why they feel it is important to do so. I can start to identify how it would feel Kashrut. 	<p>Christianity Easter</p> <ul style="list-style-type: none"> I can explain how Christians might try to put into practise Jesus' teachings about forgiveness. I can give my opinion about forgiveness and suggest what people might say 	<p>Buddhism The 8-fold Path</p> <ul style="list-style-type: none"> I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives. I can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to. 	<p>Christianity Prayer and Worship</p> <ul style="list-style-type: none"> I can describe some of the ways Christians use churches to worship/ celebrate Holy communion or participate in Baptism. I can say why I think the church may or may not be import to Christians.

Outdoor Learning Opportunities:

Place	Location	Activity
School	Outside Playground	Local fieldwork
The Priory	Just outside of School Grounds	Children to engage in a forest school session with links made to our Stone Age topic.

Visitors:

Visitor	Activity
Dentist/Dental nurse	To introduce and develop pupils understanding of teeth before starting our new topic. Links to science and our core text 'Demon Dentist'. Links to PSHE and focus on 'healthy me'.
Travel Agent	Discuss travel industry and introduce new topic. To talk about America and tourism, what brings people to Florida.
Hands On History	Links to Roman topic, children to dress up and engage in workshops looking at artefacts and learning about the Romans.

Cross-Curricular Texts:

Subject	Text	Title, Author and Synopsis
History term 3	The History Detective investigates: Stone age to Iron age	<u>Clare Hibbert</u> An accessible information text designed especially for the 2014 National Curriculum, this is a text pitched for teachers and pupils of lower KS2. Taking an investigative approach to history, <u>The History Detective Investigates Stone Age to Iron Age</u> examines key questions and pieces of evidence from the Stone, Bronze and Iron Ages in order to build a picture of life in prehistoric times.
English term 3	Wolf brother x 45	<u>Michelle Paver</u> This gripping children's novel takes us back in time 6000 years as twelve year old Torak and his wolf cub journey through the prehistoric landscape. Wolf Brother is a real page-turner that uses the structure of an adventure story and majors on the theme of good versus evil in a prehistoric setting. Highly recommended for more confident readers, this also works well as a gripping class novel to link to your Stone Age topic.

English term 1	Paper bag Prince x4	<u>Colin Thompson</u> An old man's kingdom is the town dump; his palace, an abandoned railroad carriage at the edge of it. But the Paper Bag Prince (he earned his title by foraging in the litter for bags and other useful objects) is content with his lot, and with his subjects--the stray animals who also call the dump hom
English term 2	Coco: A Story about Music, Shoes, and Family x48	<u>Novel by Diana Lopez</u> Coco, this middle grade novel retells the story of Miguel's daring adventure, and features exciting new scenes about his family. Disney*Pixar's Coco is
English term 4	Demon Dentist x46	<u>David Walliams</u> This story is very creepy but also hilarious! The Demon Dentist is the latest book by David Walliams and one of my favourites so far. It tells the story of 12 year-old Alfie whose teeth are totally rotten. When a strange new dentist comes to town Alfie is suspicious and thinks something might be wrong
English term 6	Diary of a young Roman Soldier x48	<u>Moira Butterfield</u> A fictional diary of a young Roman soldier, stationed in Britain between AD 59-61. Marcus Gallo travels to Britain with his legion to help pacify the wild Celtic tribes
English term 5 Geography	Children's Book About Florida Kindle	<u>Emily Taylor</u> Children's Book About Florida: A Kids Picture Book About Florida With Photos and Fun Facts Kindle Edition.