St Thomas Primary School

Long Term Curriculum Plan 2023-2024

YEAR 4

YEAR 4	AUTUMN TERM: PROJECT 1	SPRING TERM: PROJECT 2	SUMMER TERM: PROJECT 3
KNOWLEDGE RICH LEARNING PROJECT	**INVASION HISTORY-** *Knowledge rich project*  This project teaches children about life in Britain after the Roman withdrawal. Children will learn about Anglo-Saxon and Viking invasions up to the Norman conquest.	**MISTY MOUNTAIN, WINDING RIVER-** *Knowledge rich project*  This project teaches children about the characteristics and features of rivers and mountain ranges around the world, including a detailed exploration of the ecosystems and processes that shape them and the land around them.	**ANCIENT CIVILISATIONS -** *Knowledge rich project*  This project teaches children about the history of three of the world's first ancient civilisations: ancient Sumer, ancient Egypt and the Indus Valley civilisation. Children will learn about the rise, life, achievements and eventual end of each civilisation.
ESSESNTIAL QUESTION	**How did the Anglo Saxons and Vikings change Great Britain?**	**Where do rivers go?**	**Why do we know less about the Indus Valley than other ancient civilisations?**
COMMUNITY DRIVER	**How did the Anglo-Saxons and Vikings shape our lives?** **Why was York so important?**	**How do human and natural influences have an impact on our environment?** **Where is our nearest river and how is it used?**	**Comparing and contrasting our communities to other communities.**
CITIZENSHIP DRVER	**What were the effects of the Roman withdrawal?**	**Explore the topography of different areas**	**What impact and influence do the Ancient Egyptians have on us today?**
IMMERSIVE IDEAS	**Viking Long Boat** **Viking Hut** **Viking Research station with artefacts**	**I am a Geologist!** **Mountain Models, River Models** **Link to Cave, River, Mountain challenge**	**Pyramid building** **Ancient Egypt Day**
EDUCATIONAL VISITS IDEAS	**Jorvick Viking Centre- York**	**Local River visit- Cliffe House?**	**Manchester Museum**
KRP OBJECTIVES	**INVASION HISTORY- HISTORY DRIVER** **Roman withdrawal from Britain; Chronology of invasion; Anglo-Saxon invasion; Anglo-Saxon kingdoms, beliefs and customs; Religion; Everyday life in Anglo-Saxon Britain; Viking invasion; Everyday life in Viking Britain; Significant people – King Athelstan; Norman invasion; Legacy.** **This project teaches children about life in Britain after the Roman withdrawal. Children will learn about Anglo-Saxon and Viking invasions up to the Norman conquest.**	**MISTY MOUNTAINS, WINDING RIVERS – GEOGRAPHY DRIVER** **Rivers; Maps; Grid references; Contour lines; Physical processes – erosion, transportation and deposition; World rivers; Aerial images; Mountains; UK mountains; World mountains; Compass points; Water cycle; Soil; Altitudinal zones; Data analysis** **Features** • Describe and understand key aspects of human geography, including: types of settlement and land	**ANCIENT CIVILISATIONS- HISTORY DRIVER** **Features of civilisations; Ancient Sumer; Ancient Egypt; Indus Valley civilisation; Artefacts; Timelines; New inventions and technology; Everyday life; Social hierarchy; Significant leaders; End of ancient civilisations** • Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900;

	• Conduct a local history study. • Learn about Britain's settlement by Anglo-Saxons and Scots. • Learn about the Roman Empire and its impact on Britain. • Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. • Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. **Breath** • Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. • Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. • Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed **Geography**- ***Geographical sources*** **Fieldwork** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. **Location** • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. **Place** • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. **Fieldwork** • Use 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. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, 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. **Breath** • Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. **D&T -Mountain climbing equipment** **Evaluate** • **Investigate and analyse a range of existing products.** **Make**	Benin (West Africa) c. AD 900-1300. • Learn about 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; Ancient Egypt **Breadth** • Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. • Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. • Breadth Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

		• **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.** **Science -Water cycle; Habitats; Changing environments** **Materials** • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. **Habitats** • Recognise that environments can change and that this can sometimes pose dangers to living things. **Enquiry** • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Set up simple practical enquiries, comparative and fair tests. • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Use straightforward scientific evidence to answer questions or to support their findings. **Breadth** • Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future**.** **PSHE-*Interruption of resources*** **Well-being** • Learn about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe. • Learn about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully). • Learn how to predict, assess and manage risk in different situations. • Learn strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about **Relationships** • Learn about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content	

				and contact; how to report concerns. **World** • Learn to recognise there are human rights, that are there to protect everyone.		
MINI PROJECTS	**SCIENCE**	**Digestive Systems** ***This project teaches children about the human digestive system. They explore the main parts, starting with the mouth and teeth, identifying teeth types and their functions. They link this learning to animals' diets and construct food chains to show the flow of energy.*** **Animals-** • Animals Construct and interpret a variety of food chains, identifying producers, predators and prey. • Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions. **Enquiry-** • Set up simple practical enquiries, comparative and fair tests. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Use results to draw simple conclusions, make predictions for	**Sound** ***This project teaches children about sound and how sounds are made and travel as vibrations through a medium to the ear. They learn about pitch and volume and find out how both can be changed.*** **Sound** • Recognise that sounds get fainter as the distance from the sound source increases • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Find patterns between the pitch of a sound and features of the object that produced it. • Identify how sounds are made, associating some of them with something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear.	**Grouping and Classifying** **Classifying solids, liquids and gases; Unusual materials; Particle theory; Change of state; Melting, freezing, evaporation and condensation; States of water; Measuring temperature; Investigating melting; Line graphs; Researching melting and boiling points; Working scientifically – Observing changes over time, Identifying and classifying, Pattern seeking, Comparative test, Research** ***This project teaches children about solids, liquids and gases and their characteristic properties. They observe how materials change state as they are heated and cooled, and learn key terminology associated with these processes.*** **Materials-** • Compare and group materials together, according to whether they are solids, liquids or gases. • 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).	**States of Matter** **Classifying solids, liquids and gases; Unusual materials; Particle theory; Change of state; Melting, freezing, evaporation and condensation; States of water; Measuring temperature; Investigating melting; Line graphs; Researching melting and boiling points; Working scientifically – Observing changes over time, Identifying and classifying, Pattern seeking, Comparative test, Research** ***This project teaches children about solids, liquids and gases and their characteristic properties. They observe how materials change state as they are heated and cooled, and learn key terminology associated with these processes.*** **Materials** • Compare and group materials together, according to whether they are solids, liquids or gases. • 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). **Enquiry**	**Electrical Circuits and Conductors** ***Sources of electricity; Electrical devices; Electrical components; Series circuits; Complete and incomplete circuits; Conductivity; Conductors and insulators; Wired plugs; Incandescent light bulbs; Future of electricity; Working scientifically – Identifying and classifying, Pattern seeking, Comparative test, Research*** ***This project teaches children about electrical appliances and safety. They construct simple series circuits and name their parts and functions, including switches, wires and cells. They investigate electrical conductors and insulators and identify common features of conductors. It also teaches children about programmable devices. They combine their learning to design and make a nightlight.*** **Electricity** • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires bulbs, switches and buzzers. • Identify common appliances that run on electricity. • 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. • Recognise some common conductors and insulators, and associate metals with being good conductors. • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. **Enquiry** • Ask relevant questions and using different types of scientific enquiries to answer them. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Identify differences, similarities or changes related to simple scientific ideas and processes. • Make systematic and careful observations and, where appropriate, take accurate measurements

		new values, suggest improvements and raise further questions. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Use straightforward scientific evidence to answer questions or to support their findings • Ask relevant questions and using different types of scientific enquiries to answer them. • Identify differences, similarities or changes related to simple scientific ideas and processes. • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. **Aim** • Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future **RHE** • Know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example,	**Enquiry** • Set up simple practical enquiries, comparative and fair tests. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Use straightforward scientific evidence to answer questions or to support their findings. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Enquiry Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of	**Enquiry** • Gather, record, classify and present data in a variety of ways to help in answering questions. • Identify differences, similarities or changes related to simple scientific ideas and processes. • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Set up simple practical enquiries, comparative and fair tests. • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	• Gather, record, classify and present data in a variety of ways to help in answering questions. • Identify differences, similarities or changes related to simple scientific ideas and processes. • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Set up simple practical enquiries, comparative and fair tests • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Use straightforward scientific evidence to answer questions or to	using standard units, using a range of equipment, including thermometers and data loggers. • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Set up simple practical enquiries, comparative and fair tests. • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Use straightforward scientific evidence to answer questions or to support their findings. **Breadth** • Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. **D&T-*Making switches; Programmable technologies; Programming a micro:bit; Designing and making a - nightlight; Incorporating programming and circuits in products*** **Technical** • Apply their understanding of computing to program, monitor and control their products. • Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors). **Evaluate** • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Investigate and analyse a range of existing products. **Design** • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. • Use research and develop design criteria to

		obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). • Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	equipment, including thermometers and data loggers. • Identify differences, similarities or changes related to simple scientific ideas and processes. • Ask relevant questions and using different types of scientific enquiries to answer them.	• Use straightforward scientific evidence to answer questions or to support their findings.	support their findings.	inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. **Make** • 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. **Geography-*Sustainable energy sources*** **Features** • Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
	GEOGRAPHY/ HISTORY	**Interconnected World- GEOGRAPHY** **Compass points; Four and six-figure grid references; Tropics of Cancer and Capricorn; Countries, climate and culture of North and South America; Significant physical features of the UK; Renewable and non-renewable energy; National Rail network; UK canal network; Fieldwork; Local enquiry** ***This essential skills and knowledge project teaches children about compass points and four and six-figure grid references. They learn about the tropics and the countries, climates and culture of North and South America. Children identify physical features in the United Kingdom and learn about the National Rail and canal networks. They conduct an enquiry to prove a hypothesis, gathering data from maps and surveys before drawing conclusions.*** **Location-** • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and		**Geography covered in main project**		**Geography revision and retrieval practice**

		rivers), and land-use patterns; and understand how some of these aspects have changed over time. **Features-** • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **Fieldwork** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, 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. **Breath** • Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.					
	ART AND DESIGN	**Contrast and Complement (Y4)** **Colour theory; Colour wheel; Tertiary colours; Warm and cool colours; Complementary colours; Analogous colours** ***This project teaches children about colour theory by studying the colour wheel and colour mixing. It includes an exploration of tertiary colours, warm and cool colours, complementary colours and analogous***	**Warp and Weft** **Weaving; Exploring yarns** ***This project teaches children about the artform of weaving and how it has developed over time, including the materials and techniques required to create woven patterns and products.*** • Create sketchbooks to record their observations and	**Animals** **Significance of animals in art; Drawing; Printing, Clay sculpture.** ***This project teaches children about the historical and cultural portrayal of animals in art. They study the visual qualities of animals through sketching, printmaking and clay modelling.*** • Create sketchbooks to record their	**Vista** **Landscape; Perspective** ***This project teaches children about the techniques that artists use when composing landscape images, such as colour and atmosphere.*** • Create sketchbooks to record their observations and use them to review and	**Islamic Art** **Features of Islamic art; Motifs and patterns; High and low relief clay sculpture** ***This project teaches children about the features of Islamic art. They make geometric patterns and motifs on paper, with fabric and in clay. They use their learning to create a high relief clay tile, decorated with geometric patterns***	**Statues, Statuettes and Figurines** **Figure drawing; Statues, statuettes and figurines; Sculptures from ancient civilisations; Clay work and sculpting** ***This project teaches children about the 3-D representation of the human form, including statues, statuettes and figurines. They study examples from ancient***

		colours, and how artists use colour in their artwork. • Create sketchbooks to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). • Learn about great artists, architects and designers in history. **Breadth** • Evaluate and analyse creative works using the language of art, craft and design.	use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). • Learn about great artists, architects and designers in history. **Breadth** • Evaluate and analyse creative works using the language of art, craft and design.	observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). • Learn about great artists, architects and designers in history **Breadth** • Evaluate and analyse creative works using the language of art, craft and design.	revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). • Learn about great artists, architects and designers in history **Breadth** • Evaluate and analyse creative works using the language of art, craft and design**.**	**Art and Design** • Create sketchbooks to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). • Learn about great artists, architects and designers in history. **Breadth** • Evaluate and analyse creative works using the language of art, craft and design.	***civilisations, and use their clay skills to create a Sumer-style figurine.*** • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). • Learn about great artists, architects and designers in history. **Breadth** • Evaluate and analyse creative works using the language of art, craft and design.

	DT	**Fresh Food, Good Food** **Food preservation techniques; Exploring food packaging; Prototypes; Designing, making and packaging healthy snacks.** ***This project teaches children about food decay and preservation. They discover key inventions in food preservation and packaging, then make examples. The children prepare, package and evaluate a healthy snack.*** **Food** • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. • Understand and apply the principles of a healthy and varied diet. **Make** • 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. **Design** • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. • Investigate and analyse a range of existing products. • 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. **Evaluate** • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Evaluate Understand how key events and individuals in design and technology have helped shape the world. **Technical** • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. **Breadth** • Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.	**Functional and Fancy Fabrics** **Fabrics; Design features; Significant designer – William Morris; Stitching a hem; Embellishment; Designing and making patterned and embellished fabrics** ***This project teaches children about home furnishings and the significant designer William Morris. They learn techniques for decorating fabric, including block printing, hemming and embroidery and use them to design and make a fabric sample.*** **Design** • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. • 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. **Make** • 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. • Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. **Evaluate** • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Investigate and analyse a range of existing products. • Understand how key events and individuals in design and technology have helped shape the world. **A&D Motifs and pattern**; **Nature; Block printing; Embroidery** • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)	**Tomb Builders** **Simple and compound machines** ***This project teaches children about simple machines, including wheels, axles, inclined planes, pulleys and levers, exploring how they helped ancient builders to lift and move heavy loads.*** **Technical** • Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages). **Design** • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. • 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. **Make** • 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. **Evaluate** • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Investigate and analyse a range of existing products.

SCHOOL SCHEME SUBJECTS								
	RE Kirklees agreed syllabus		What faiths are shared in our community?	How are important events remembered in ceremonies?	Why are Gurus at the heart of Sikh belief and practice?	Holy Week and Easter LTC Cornerstones	How do the Five Pillars guide Muslims in life?	Eid al Adha LTC Cornerstones
	BIG QUESTION		Is belief important?	Why do bad things happen?	Who should be in charge?	Do we need sadness to appreciate happiness?	Why should I make good choices?	Why should we enjoy life?
	Faith week/ day Theme	Year A	Holy Trinity	Christmas	Prayer and ritual: The Lord's Prayer	Easter	Pentecost	St Thomas Day
		Year B	The uniqueness of Jesus	Christmas	Eucharist	Easter	Salvation/Forgiveness	St Thomas
	MUSIC Charanga		Mamma Mia	Glockenspiel Stage 2	Stop!	Lean on Me	Blackbird	Reflect, Rewind and Replay
	COMPUTING Teach Computing		**The internet** Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.	**Audio editing** Capturing and editing audio to produce a podcast, ensuring that copyright is considered.	**Repetition in shapes** Using a text-based programming language to explore count-controlled loops when drawing shapes.	**Data logging** Recognising how and why data is collected over time, before using data loggers to carry out an investigation.	**Photo editing** Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.	**Repetition in games** Using a block-based programming language to explore count-controlled and infinite loops when creating a game.
	PSHE/RSHE Based on PSHE association scheme		How do we treat each other with respect?	What strengths, skills and interests do we have?	How can we manage our feelings?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?	How can we help in an accident or emergency?
	PE Please see Beyond Physical scheme		1. Look, Run, Avoid 2. Throw, Prepare, Catch	3. Inspire, create, perform 4. Duel, Win, Lose	1. Target, Control, Combine 2. Strike, React, Rally	1. React, Roll, Retrieve 2. Hands, Feet, equipment	1. Invade, Evade, Capture 2. Aim, Strike, Retrieve	1. Run, Jump, Throw 2. Watch, Move, Connect
ORACY IDEAS								

MATHS – WHITEROSE	AUTUMN TERM WHITE ROSE MATHS	SPRING TERM WHITE ROSE MATHS	SUMMER TERM WHITE ROSE MATHS
ENGLISH TEXT SUGGESTIONS	Stig of the Dump	Sky Hawk	Secrets of a Sun King
SCHOOL VALUE WORD	 	 	 
BRITISH VALUES	**Democracy-** The promotion of democracy is extensive within the school. Pupils are vote in their classes for representatives for school council and collective worship council. Pupil voice is sought out regularly through school council, collective worhsip councils, prefects, house captains, playleaders and pupil questionnaires. Children are consulted and contribute to the development of school policies, for example our behaviour policy and subject monitoring. The principle of democracy is explored in many areas of our knowledge rich topics and through our PSHE/RSE curriculum. **Individual Liberty -** Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our 'Online safety' and PSHE lessons. Pupils are given the freedom to make choices, for example signing up for extra-curricular clubs, choosing the level of challenge in some lessons and deciding what to present at class worship. **The Rule of Law-**The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school worship times. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service are regular parts of our calendar and help reinforce this message. **Mutual Respect & Tolerance-** As a Church of England school, our ethos is based around core Christian values, including respect. Our aims are firmly based on the value of community and respect, which permeates all aspects of school life, including our school improvement plan and behaviour policy. This is supported by our values led worship time and display, with a different value each half-term. Tolerance is achieved through enhancing pupils understanding of their place in a culturally diverse school and society and by giving them opportunities to share their own faiths, beliefs and cultures. Worship times and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. Children have a school visit to different places of worship during their time at school and we actively encourage children and staff to share their own experiences of faith and belief.		
OTHER EVENTS	• **Black History Month- October** • **Harvest Festival - October** • **Diwali-October** • **Bonfire Night – 5th November** • **Remembrance Day- 11th November** • **Anti-Bulling Week November** • **Hannukah- December** • **Christmas -Church and school events**	• **Chinese New Year- Jan** • **Children's Mental Health Week-Feb** • **Safer Internet Day-** • **Shrove Tuesday/Ash Wednesday-** • **Pride- May** • **World Book Day March** • **British Science Week- March** • **Holi- March**	• **Eid El-Fitr- April** • **Walk to School Week- May** • **Mental Health Awareness Week- May** • **Father's Day- June** • **Eid-Al-Adha- June/July**

		• **Mother's Day** • **Ramandan -March/April** • **Easter- Church and Activities**	