



Year 4 Curriculum Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Britain's settlement by the Scots and Anglo Saxons.	Vikings	School and its environment	Contrasting European Country- Iceland Hindleap	Natural disasters	
English	<u>Writing to entertain</u> Character/setting descriptions - Beowulf Anglo Saxon Boy How to be an Anglo Saxon in 13 Easy Stages Anglo Saxon Times <u>Writing to entertain</u> Pobble writing stimulus <u>Writing to inform</u> How to train your dragon fact-files <u>Writing to entertain (poetry)</u> The Ruin (Anglo Saxon poem) Anglo Saxon Kennings Spoken word poems (BBC Blue Peter Black History poems) The Bronze Legacy by Effie Lee Newsome	<u>Writing to inform</u> Explanation Texts - How to Train Your Dragon <u>Writing to inform</u> Newspaper articles- Remembrance Day reports <u>Writing to entertain</u> Dangle (a short film) <u>Writing to entertain (poetry)</u> A visit by St. Nicholas by Clement Clarke Moore	<u>Writing to entertain</u> Character descriptions - Firebird Window - Jeannie Baker <u>Writing to persuade</u> Letters to council <u>Writing to inform</u> Non-chronological reports - local area <u>Writing to entertain (poetry)</u> Alan Ahlberg – ‘Heard it in the playground’ anthology	<u>Writing to entertain</u> Poaching - newspapers, diaries, persuasive writing (adverts) <u>Writing to entertain (poetry)</u> Haikus The Thought Fox by Ted Hughes The Stone Trolls - Warning story	<u>Writing to inform</u> Non-chronological reports - animals <u>Writing to entertain (poetry)</u> I wandered lonely as a cloud by William Wordsworth Hurricane by David Weisner Night Mail by WH Auden Newspaper report - Pompeii	<u>Writing to entertain</u> The Firework Maker's Daughter <u>Writing to inform</u> <u>Writing to entertain (poetry)</u> Greensleeves (anon)

	The Christmas Truce by Carol Ann Duffy					
Maths	<u>Place value</u> Count in multiples of 6, 7, 9, 25 and 1000. Find 1000 more or less than a given number. Count backwards through zero to include negative numbers. Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, ands). Order and compare numbers beyond 1000. Identify, represent and estimate numbers using different representations. Round any number to the nearest 10, 100 or 1000. Solve number and practical problems that involve all of the above and with increasingly large positive numbers. Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.	<u>Area</u> Find the area of rectilinear shapes by counting squares. <u>Multiplication and division (A)</u> Recall multiplication and division facts for multiplication tables up to 12×12. Use place value, known and derived facts to multiply and divide mentally, including: • multiplying by 0 and 1 • dividing by 1 • multiplying and dividing by 3, 6, 7 and 9 Recognise and use factor pairs and commutativity in mental calculations.	<u>Multiplication and division (B)</u> Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. <u>Length and perimeter</u> Convert between different units of measure [for example, kilometre to metre] Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.	<u>Fractions</u> <u>Decimals (A)</u> Recognise and show, using diagrams, families of common equivalent fractions. Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. Add and subtract fractions with the same denominator. Recognise and write decimal equivalents of any number of tenths or hundredths. Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.	<u>Decimals (B)</u> Round decimals with one decimal place to the nearest whole number. Compare numbers with the same number of decimal places up to two decimal places. Solve simple measure and money problems involving fractions and decimals to two decimal places. <u>Money</u> Estimate, compare and calculate different measures, including money in pounds and pence. <u>Time</u> Read and convert time between analogue and digital – 12 and 24 hour clocks. Solve problems involving converting hours to minutes, minutes to seconds, years to months and weeks to days.	<u>Shape</u> Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Draw given angles, and measure them in degrees. Identify: • angles at a point and one whole turn. • angles at a point on a straight line. • $\frac{1}{2}$ a turn. • Other multiples of 90°. Use the properties of rectangles to deduce related facts and find missing lengths and angles. Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. <u>Statistics</u>

	<u>Addition and subtraction</u> Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Estimate and use inverse operations to check answers to a calculation. Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.			Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.		Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. <u>Position and direction</u> Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.
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Science	<u>Animals including humans</u> 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. Construct and interpret a variety of food chains, identifying producers, predators and prey.	<u>Electricity</u> Identify and group appliances that run on electricity. Use Venn diagrams to record my observations of electrical appliances. Use labelled diagrams to record the electric circuits that I have made. Plan and set up enquiries to explore the electrical properties of materials. Use appropriate scientific language to describe the electric circuits that I have made and investigated. Evaluate the methods that I used to solve problems with electric circuits.	<u>States of matter</u> 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). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	<u>Sound</u> Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sound travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.	<u>.Living things and their habitat</u> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in my local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.	<u>How does the flow of liquids compare?</u>
Computing	<u>Internet Safety</u> Know that pictures and text share on-line can end up with strangers Reliably know what to do if they are exposed to unpleasant materials on any device	<u>Scratch (Crab Maze)</u> Create an algorithm and a program that will use a simple selection command for a game	<u>Internet Safety refresher lesson</u> Typing Skills - Docs Delete, insert and replace text Highlight, copy and paste text using Ctrl c/v	Emailing and Messaging (google classroom) Attach a file download and save files from an email Email more than one person and reply to all	<u>Internet Safety refresher lesson</u> Data – Sheets Independently enter data and highlight to create charts, tables and graphs Ask and answer simple	Scratch (Questions and Quizzes) Create and debug a program which uses sequence and selection Begin to work with variables repetition and selection.

	Reliably uses a more complex password to access resources. Understand the function of a search engine and the importance of using correct search criteria.	Test and debug mistakes	Use spell checker independently throughout Format tables Upload images taken from a camera Amend text using the find and replace tool Change page layout portrait or landscape Use the bullet and number tools Use the word count tool	Different ways of communicating Use different ways of communicating (Vlogs) Choose communication to suit particular purposes Websites Use key words in a search engine to find information. Select useful websites from the results of a search	questions about a database using the search criteria Copy and paste charts and graphs into other programmes Use the 'SUM' function to search a database	Work with variables and adjust these depending on the effect they wish to create understand how to combine a range of different effects to create their own quiz
Geography	<u>Anglo Saxons and the Scots/Vikings - Somewhere to Settle</u> Ask and respond to more searching geographical questions including 'how?' and 'why?' Identify and describe similarities, differences and patterns when investigating different places, environments and people. Name & locate the counties and cities of the UK using maps of different scales. Name and locate geographical regions of the UK & their identifying physical and human characteristics. Compare sketch maps and produced maps. Name environmental regions and key physical or human characteristics including key aspects of human geography such as types of settlement and land use, economic activity and the distribution of some natural resources of the countries studied.	<u>Iceland - Europe</u> Identify and describe similarities, differences and patterns when investigating different places, environments and people. Name and locate the world's countries, using maps, atlases, globes and digital/computer mapping to focus on Europe (including Iceland) Identify their environmental regions, key physical and human characteristics, countries, and major cities. Explore similarities and differences, comparing the human geography of the UK and Iceland. Describe and understand key aspects of physical geography, eg volcanoes, lava fields, black sand beaches, plateau, fjords,glaciers and geysers Identify Iceland's climate zone. Name key aspects of human geography such as economic activity, language, culture, religion,	<u>Natural disasters Extreme Earth</u> Ask and respond to more searching geographical questions including 'how?' and 'why?' Describe and understand key aspects of a physical geography, including: volcanoes, tornadoes, tsunamis. Describe and understand key aspects of a human geography - distribution of natural resources including energy, minerals, food and water supplies.	<u>What is it like in Reigate</u> Name and locate geographical regions of the UK & their identifying physical and human characteristics. Understand geographical similarities and differences of human & physical geography of a region of the UK Identify topographical features including hills, mountains, coasts and rivers Name environmental regions and key physical characteristics such as types of settlement and land use.		

	Use 8 figure compass points and four figure grid references to identify features on a map.		government, art, music, and the distribution of some natural resources.		Use maps, atlases, globes and digital/computer mapping to describe features.	Name key aspects of human geography such as economic activity, language, culture, religion, government, art, music, and the distribution of some natural resources. Understand how some aspects have changed over time. Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
History	<u>Anglo Saxon s and Picts</u> <u>What changes did Anglo-Saxons and Vikings bring to British society?</u> Chronology: I can that the past can be divided into different periods of time Chronology: I can begin to use dates and historical terminology to help me order time periods. Events, People and Changes: Describe and	<u>Viking</u> <u>What changes did Anglo-Saxons and Vikings bring to British society?</u> <u>Chronology: I can explore how Anglo-Saxon and Viking people fed themselves has changed over time.</u> Events, People and Changes: Describe aspects of the			<u>Natural disasters</u> Know and understand the broad outlines of European and world history; the expansion and dissolution of empires. Significant events: Pompei volcano eruption, Boxing Day tsunami.	<u>Local unit Reigate</u> <u>How and why has Reigate changed over time?</u> Chronology: I can begin to use dates and historical terminology to help me order time periods. Events, People and Change: I can explain how Reigate has changed over time.

	give reasons why people's jobs and the tools they used changed during Anglo-Saxon's in Britain (trade, new discoveries of technology) Events, People and Changes: Describe some aspects of Britain's settlement by Anglo-Saxons and Scots (fortifications). Interpretation of sources: Use sources to address historically valid questions and hypotheses. Causes and Consequence: Recognise and make connections as to why the Angles and the Jutes invaded Britain and what happened as a result (food, land). Cause and Consequence: Recognise and make connections as to the impact of Christianity being brought to Britain. Similarities and differences: Recognise that different versions of past events may exist. Similarities and differences: To explore	Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor (Danegald paid - both groups wanted to run England). Interpretation of sources: Use sources to address historically valid questions and hypotheses. Interpretation of sources: Recognise how sources of evidence are used to make historical claims. Causes and Consequence: Recognise and make connections as to why the Vikings invaded Britain and what happened as a result (wealth). Similarities and differences: To explore links and contrasts between settlements from				Cause and Consequence: I can identify buildings and transport which has changed how the town has grown. Interpretation of sources: Use sources to address historically valid questions and hypotheses. Continuity and change: I can identify what has changed between Stone Age and now and conversely, what has stayed the same.
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	links and contrasts between settlements from Stone Age to Anglo-Saxons.(Round houses in the countryside - Wooden houses inside the the fortress walls) Similarities and differences:Explore links and contrasts within trade between Stone Age and Anglo-Saxons (Little trade between small communities - trade between Britain and Europe). Significant Figures: Alfred the Great, King Athlestan Communication: I can use relevant and appropriate historical terms and vocabulary linked to chronology.	Anglo-Saxons to Vikings . Similarities and differences: In religion between Anglo-Saxons and Vikings. Significant Figures: King Canute, Leif Errikson. William the Conquerer Communication: I can describe the events leading up to 1066. Communication: I can select how to present information on how the Vikings invaded Britain. Communication: I can use relevant and appropriate historical terms and vocabulary linked to chronology.				
DT	<u>Food – Anglo Saxon or Viking feast.</u> Know that food ingredients can be fresh, pre-cooked and processed. Know that a healthy diet is made up from a variety and balance of different foods and drinks, as depicted in the ‘eat well’ plate. Know that to be active and healthy, food is needed to provide energy for the body.	<u>Structures - Playground equipment.</u> Generate ideas, considering the purposes for which they are designing. Make labelled drawings from different views showing specific features. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative			<u>Electrical systems – design a warning system for an earthquake.</u> Generate ideas, considering the purposes for which they are designing. Make labelled drawings from different views showing specific features.	

	Measure using grams. Follow a recipe. Know that food is grown, reared and caught in the UK, Europe and the wider world. Know that seasons may affect the food available. Understand how food is processed into ingredients that can be eaten or used in cooking. Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. Know to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. Develop sensory vocabulary/ knowledge using, smell, taste, texture and feel	Select appropriate tools and techniques for making their product. Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. Evaluate their work both during and at the end of the assignment. Evaluate their products carrying out appropriate tests. Know how to make strong, stiff shell structures.	Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative Select appropriate tools and techniques for making their product. Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. Join and combine materials and components accurately in temporary and permanent ways. Evaluate their work both during and at the end of the assignment. Evaluate their products carrying out appropriate tests. Understand how simple electrical circuits and components can be used to create functional products
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Art & design Cycle 1	Saxon Brooches <i>Clay shapes, painted and decorated</i> Knowledge of Crafts Makers - Saxon jewellery Use the work of crafts makers to replicate ideas or inspire their own work. Exploring and developing ideas Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Drawing and mark making- Make informed choices in drawing. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture. Sculpture / 3D form Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials. Evaluating and developing work	Flower / garden collages <i>Pastels and chalk drawings with collage detail</i> Knowledge of Artists - Georgia O’Keeffe Use the work of artists to replicate ideas or inspire their own work. Exploring and developing ideas Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Drawing and mark making- Make informed choices in drawing. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture. Textiles and collage Match the tool to the material. Combine skills more readily. Choose collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. Experiment with paste resist. Evaluating and developing work	Volcano art <i>Volcano paintings using warm colours and different paint effects</i> Knowledge of Artists - Nick Rowland Use the work of artists to replicate ideas or inspire their own work. Exploring and developing ideas Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Drawing and mark making- Make informed choices in drawing. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture. Painting Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process. Evaluating and developing work
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Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.

Question and make thoughtful observations about starting points and select ideas to use in their work.

Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.



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RE	<u>What did God promise to his people?</u> - Covenants and stories from OT, including creation - What impact do God's promises have on Christians, the things they promise and their subsequent actions. Skills: - Make links between the beliefs (teachings, sources, etc) of the different religions studied and show how they are connected to believers' lives. - Use the correct religious vocabulary to describe and compare what practices and experiences may be involved in belonging to different religious groups.	<u>What did Jesus say about God's kingdom and why is it 'good news'?</u> - 'Kingdom' as God's rule on earth & in heaven • Jesus' teaching about God's Kingdom in the Sermon on the Mount & the Great Commandment • Christians living as citizens of God's Kingdom Skills: - Make links between the beliefs (teachings, sources, etc) of the different religions studied and show how they are connected to believers' lives	<u>For Christians, is communion a celebration, or an act of remembrance?</u> - Communion as a sacrament to 'remember' • Passover & new covenant (& Easter) • Communion across the world • Cross as worldwide symbol Skills: - Make links between the beliefs (teachings, sources, etc) of the different religions studied and show how they are connected to believers' lives. - Verbalise and/or express their own thoughts about belief, ways of living and expressing meaning, using a range of media - Begin to apply their own and others' ideas to a given question and support their viewpoint with facts and evidence - Use the correct religious vocabulary to describe and compare what practices and experiences may be involved in belonging to different religious groups	<u>How do non- religious people celebrate new life?</u> - Celebrating new life is important to religious & non- religious people • We have one life to live & it's worth celebrating • Key principles of Humanism through baby welcoming ceremonies Skills: Verbalise and/or express their own thoughts about belief, ways of living and expressing meaning, using a range of media - Begin to apply their own and others' ideas to a given question and support their viewpoint with facts and evidence	<u>What is the 'Golden Rule' and why do so many people live by it?</u> - We share a common need to be treated well in order to live together peacefully. • The 'golden rule' is shared across religions & beliefs & how this impacts on ways of living Skills: Verbalise and/or express their own thoughts about belief, ways of living and expressing meaning, using a range of media.	<u>How does 'ibadah' (worship) show what's important to Muslims?</u> - Prayer (salah) shows submission to Allah • Ummah as an equal community of believers • Qur'an as final revelation & guide for living Skills: - Make links between the beliefs (teachings, sources, etc) of the different religions studied and show how they are connected to believers' lives
PSHE	<u>RELATIONSHIPS</u> RESPECT (School Value)		<u>LIVING IN THE WIDER WORLD</u> Friendship (school value)		<u>HEALTHY BODIES, HEALTHY MINDS</u> Determination (School value)	

	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, how I fit in and how I can contribute 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 Kindness (school value) 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	What are the benefits of living in a community? Different faiths and religions /celebrating diversity Why do children need human rights? Anti-social behaviour and how it affects people. Climate change and its effect on the world. How is data/information stored/used online? Leaving a digital footprint How to keep track of money Spending decisions based on priorities, needs and wants What is charity Independence (school value)	Growing up/change (age appropriate) How are we feeling? Talking about our feelings (scale of emotions) Self- worth/self respect Does the media portray reality? (ie Photoshop, airbrushing etc) The benefits of rationing time online Why are some games/social media age restricted? Managing uncomfortable feelings- guilt and shame Situations that can affect our mental health Recognising when someone is ill. Early physical signs and what to do. What constitutes a healthy diet (including understanding calories & nutritional content) Menu planning healthy meal Water Safety and swimming Enthusiasm (school value)
Music	Learn to sing and follow a melody by ear and from notation; Use body percussion, instruments and voices; Learn to play melodic instrumental parts, by ear and from notation (recorder). Identify instruments by ear and through a range of media; Control the speed of a steady beat, getting faster and getting slower;	Rehearse and learn to play a simple melodic/harmonic instrumental; Use music technology, if available, to capture, change and combine sounds; Read, respond and explore standard notation using semibreves, minims, dotted, crotchets and quavers; Identify Stave, treble clef and time signature.	Listen and copy rhythmic patterns made of semibreves, minims, crotchets and quavers; Perform with confidence, a song from memory or using notation; Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values; Identify different styles of music.

PE cycle 1	<u>Swimming</u> <u>Fitness (2 lessons)</u> <u>Netball</u> <u>Gymnastics</u>	<u>Swimming</u> <u>Tag Rugby</u> <u>Dance</u>	<u>Indoor Athletics</u> <u>Gymnastics</u>	OAA Dodgeball Dance	Athletics Cricket	<u>Handball</u> <u>Tennis</u>
Languages	Intermediate Language Unit Presenting Myself	Intermediate Language Unit Family	Intermediate Language Unit Habitats (Yrs 3-4)		Intermediate Language Unit At the café	

	Nouns. Articles, determiners High frequency verbs, first person Possessive adjectives Adjectival agreement Use of the negative form Conjunctions and connectives Opinions and justification Role play with name, age, where they live and nationality. Match sound to picture / word / phrase. Numbers 1-20 listening exercise. Read role-plays and understand the content. Ext written opportunity. Nationalities and adjectival agreement based on gender.	Present orally on your / a family in lesson 5. Match sounds to picture / word / phrase. Longer reading task in lesson 5. Lesson 5 contains a written presentation based on a / your family. Different possessives for 'MY'. Moving from 1st person to 3rd person singular with 'he / she is called...'	Nouns. Articles, determiners High frequency verbs, first person Present orally on an animal and its habitat. Match sound to picture / word / phrase. Match word to picture / sound / phrase.. Written presentations on an animal and its habitat Introduction to the verbs 'to live' and 'to grow'	High frequency verbs, first person Conjunctions and connectives Café role play in lesson 5. Match sound to picture / word / phrase. Match word to picture / sound / phrase. Create a menu with prices. 1st person singular 'I would like / have' when ordering food and drink	
Listen and show understanding of short phrases through physical response. Listen and identify words in songs and rhymes and demonstrate understanding. Listen to and identify words and short phrases. Sort words according to sounds. Recognise negative statements. Recognise categories of words (e.g. colours) and word classes. Ask and answer several simple and familiar questions with a rehearsed response. Use familiar vocabulary to say simple sentences using a language scaffold. Use phonic knowledge to support accurate pronunciation and to say simple words and phrases. Make simple rehearsed statements about themselves, objects and people.					

	Say a simple rhyme from memory; join in with words of a song or storytelling. Read and understand familiar words and short written phrases. Follow a short text. Read a wider range of words, phrases and sentences aloud. Apply phonic knowledge to decode text. Recognise and apply simple agreements (e.g. gender, plural, singular). Recognise negative statements. Recognise categories of words (e.g. colours) and word classes Write some familiar words and phrases (noun & gender and adjectives) without help (from memory). Copying simple structures. Use question forms. Use phonic knowledge to support accurate pronunciation and to write simple words and phrases. Recognise and apply simple agreements (e.g. gender, plural, singular).					
Visits/ visitors		Viking Workshop				