

Curriculum Overview Year 4

	Autumn 1 st	Autumn 2 nd	Spring 1 st	Spring 2 nd	Summer 1 st	Summer 2 nd
<p align="center">Maths</p> <p>(see White Rose Maths Hub for more details)</p>	Number - Place Value Number - Addition & Subtraction	Number - Multiplication and Division Measurement - Area	Fractions Time	Decimals Measurement - Money	Measurement - perimeter and Length Geometry - Angles Geometry - Shape and symmetry Geometry - Position and Direction	Statistics Measurement - Area and Perimeter
<p align="center">English</p>	<p>Until I met Dudley & other example explanation texts- Main text 'What makes a living thing' formed by teacher (linked with science)</p> <p>Non-fiction - Explanation texts (4wks)</p> <p>Poetry - Poems which create images (2wks)</p> <p>The Magic Box</p>	<p>The Great Kapok Tree - Lynne Cherry</p> <p>Narrative - Story settings and Characterisation (longer stories) (6 wks)</p>	<p>The Day the Crayons Quit - Drew Daywalt Non-fiction - Persuasion (letters) Main text- 'letter to oil companies'- formed by teacher (linked with geography-sustainability) (4 wks)</p> <p>Non-Chronological reports - Linked with Geography- reports about sustainability. Main text 'Renewable energy report' (2wks)</p>	<p>Poetry - Poems which explore form - acrostic & shape poems (1 wk)</p> <p>Narrative - Trapped by the Tide Dilemmas/issues (longer stories) (5 wks)</p>	<p>Narrative - Story settings (Linked with Geography) (6wks) Main text Lemony Snicket's Series of Unfortunate Events- 'The Wide Window'</p> <p>Also 'Agatha's House' formed by teacher</p>	<p>Book reviews of 'Lemony Snicket' (2wks)</p> <p>Non-fiction - Recounts - Newspaper reports (History link) King Edmund's capture report formed by teacher (5wks)</p>
<p align="center">Grammar, Punctuation and Spelling</p>	<p>Alan Peat:</p> <ul style="list-style-type: none"> • simile/metaphors • Compound sentences (O - I) • Two pair sentences <p>Punctuation:</p> <ul style="list-style-type: none"> • Clauses main/subordinate • Semi-colons 	<p>Alan Peat:</p> <ul style="list-style-type: none"> • 3 bad-question • simile/metaphors • more more • ing/ed <p>Punctuation:</p> <ul style="list-style-type: none"> • Commas to separate clauses, • Questions • Fronted adverbials 	<p>Alan Peat:</p> <ul style="list-style-type: none"> • some, other • Proper nouns <p>Punctuation:</p> <ul style="list-style-type: none"> • Modifying adjectives • Fronted adverbials • Dictation • Speech • Colons <p>Spelling:</p>	<p>Alan Peat:</p> <ul style="list-style-type: none"> • -ly ending • boys • 2 adjectives before/after • Personification of weather • Short • the more • all the ws 	<p>Alan Peat:</p> <ul style="list-style-type: none"> • verb person • emotion, word comma • noun which/who/where • many questions • Present perfect/ past tense <p>Punctuation:</p> <ul style="list-style-type: none"> • Synonyms/simile • Dictation 	<p>Alan Peat:</p> <ul style="list-style-type: none"> • short • PC • irony • imagine • Setting <p>Punctuation:</p> <ul style="list-style-type: none"> • Speech • Dictation <p>Spelling:</p>

	<p>Lists</p> <ul style="list-style-type: none"> Fronted adverbials <p>Spelling:</p> <ul style="list-style-type: none"> Ure homophones Dictionary work Alphabetical order <ul style="list-style-type: none"> TFW - Narrative 5-part story Drafting, editing, improving Proof reading Time connectives Connectives Apostrophes for possession 	<ul style="list-style-type: none"> Modifying adjectives Prepositions Speech <p>Spelling:</p> <ul style="list-style-type: none"> Apostrophes for possession Prefixes mis re pre sub tele super auto able ible dis Characterisation Setting Time connectives Drafting, editing, improving Proof reading Technical language Paragraphs 	<ul style="list-style-type: none"> tion sion ssion les/plurals thesaurus <ul style="list-style-type: none"> TFW - poetry narrative Simple/complex sentences/ compound Paragraphs Time connectives TFW- Newspaper/non-chronological report Heading/sub-headings 	<ul style="list-style-type: none"> list related adjectives <p>Punctuation:</p> <ul style="list-style-type: none"> Fronted adverbials Rhetorical questions Dictation Speech <p>Spelling:</p> <ul style="list-style-type: none"> Prefixes mis re pre sub tele super auto 	<p>Spelling:</p> <ul style="list-style-type: none"> ly - accurately al-accidental ally-accidentally fully-beautifully ment- achievement 	<ul style="list-style-type: none"> Plurals homophones Contractions Apostrophes for possession
<p>Science</p>	<p>Which wild animals and plants thrive in your locality?</p> <p>Investigation questions:</p> <ul style="list-style-type: none"> -How does pollution affect habitats? -Are all creatures the same? <ul style="list-style-type: none"> 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 their local and wider environment 	<p>How could we cope without electricity?</p> <p>Investigation questions:</p> <ul style="list-style-type: none"> -How do plugs work? -what conducts electricity? -Can you make an electrical circuit out of playdough? <ul style="list-style-type: none"> identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, 	<p>How would we survive without water?</p> <p>Investigation questions:</p> <ul style="list-style-type: none"> -Where does water go? -why does it flood? -Are all liquids runny? <ul style="list-style-type: none"> 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) 	<p>What happens to the food we eat?</p> <p>Investigation questions:</p> <ul style="list-style-type: none"> -what is Sylvia used for? -what do squirrels eat and how do they digest it? -How does toothpaste protect our teeth after eating? <ul style="list-style-type: none"> describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in 	<p>Why is the sound that 'one direction' makes enjoyed by many?</p> <p>Investigation questions:</p> <ul style="list-style-type: none"> -How far can sound travel? -How can we change a sound? -Can we block sound? <ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and 	<p>Assessment of previous topics and units of work-revisiting and applying scientific skills and enquiry</p>

	<ul style="list-style-type: none"> recognise that environments can change and that this can sometimes pose dangers to living things. 	<ul style="list-style-type: none"> bulbs, switches and buzzers 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 that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors. 	<ul style="list-style-type: none"> identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<ul style="list-style-type: none"> humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey. 	<ul style="list-style-type: none"> 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. 	
<p style="text-align: center;">Geography</p>	<p>How and why is my local area changing? Identify, describe and give reasons for why environments change; Explain with examples how some environmental change may be the result of natural events whilst other change may be the result of deliberate human activity to improve the quality of life; Observe, record and explain changes that have occurred in the past to the school and its grounds and its immediate environment; Identify, describe and explain how an aspect of life in the local area has changed over a long period of time, or how the locality has been affected by a significant national or local event or development, or</p>		<p>How can we live more sustainably? Describe and explain using examples what living sustainably means; Identify, describe and explain the differences between renewable and non-renewable resources; Undertake an environmental review of different categories of sustainability at their school and draw up an Action Plan to identify and explain priorities to help the school become more sustainable; Understand in basic terms how solar panels and wind turbines generate electricity; Identify, describe and offer reasons for how sources of energy used to make electricity in the United Kingdom are changing;</p>		<p>Why are deserts so wet and jungles so dry? Observe, describe and explain in basic terms the pattern of climate in the United Kingdom; Identify, describe and begin to offer reasons for the distribution of different types of climate around the world; Compare and contrast the temperature and rainfall data in different climate graphs to reach conclusions about the climate in different locations in the world; Construct a climate graph from temperature and rainfall data for their home location and compare and contrast this with climate graphs of other locations to reach conclusions and make judgements; Understand how climate affects both the landscape of different biomes and the</p>	

	<p>the work of a significant individual; Demonstrate understanding of how the quality of the environment may change within the local area and make judgements to explain observations; Recognise how remote sensing by satellites and satellite images inform geographers of environmental change on a global scale and identify and explain specific examples of change from NASA images of locations around the world; Describe and explain the impact of environmental change in one threatened region of the world.</p> <ul style="list-style-type: none"> • 		<p>Explain how electricity is generated in hydroelectric power stations; Understand why creating new habitats for birds are good examples of sustainable development;</p> <ul style="list-style-type: none"> • Describe, observe, explain and make a judgement as to why introducing solar cookers in some of the world's poorest countries makes the lives of people more sustainable; 		<p>plants and animals that can live there; Observe, describe and explain why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall; Describe the natural environment of the Atacama Desert and explain why the city of Arica is the driest inhabited place in the world; Identify, locate; describe and explain how plants and animals are adapted to the climate of either the coniferous forest or savanna biome.</p>	
<p>History</p>		<p>Iron Age- How do artefacts help us understand the lives of people in the Iron Age Briton?</p> <p>Identify and describe the common features of the archaeological remains of Iron Age hill forts found around Britain today</p> <ul style="list-style-type: none"> • Suggest how an Iron Age hill fort might have appeared when first constructed, giving reasons to justify the choice of features which have been included; • Describe the main features of an Iron Age roundhouse and identify and suggest reasons for the purpose of artefacts found within them; 		<p>Anglo Saxons- Who were the Anglo-Saxons and how do we know what was important to them?</p> <ul style="list-style-type: none"> • Interpret both primary and secondary sources of evidence to describe and explain what occurred in AD 410 that contributed to the Romans abandoning Britain forever; • Empathise with the situation and feelings of Emperor Honorius in AD 410 and make a judgment about why the Romans left Britain and the emotions the Emperor may have expressed; • Describe and explain why Anglo-Saxon settlers created village communities in the countryside rather than 		<p>Vikings- What did the Vikings want and how did Alfred help to stop them getting it?</p> <ul style="list-style-type: none"> • Describe the reasons for the attack on the Holy Island of Lindisfarne in 793 by people referred to today as 'the Vikings'; • Describe why 'Vikings' is not, in fact, the correct name for these people and explain who the attackers really were; • Empathise with the likely feelings of the people of the Kingdom of Northumbria and the judgments they might have made as news of the attack spread; • Identify and describe the design features of a longship and explain why it was an ideal vessel for

- **Compare and contrast** their reconstruction with that which professional archaeologists have produced based on available evidence;
- **Interpret** a range of evidence to **generate reasons**, and then **explain**, why Iron Age Britain was often a violent time;
- **Recognise and describe** the importance of Iron Age staters and understand through explanation how archaeologists suggest they were used by people over 2,000 years ago;
- **Recognise** the range of **reasons** suggested for the discovery of a magnificent Iron Age shield in the River Witham and **synthesise** these reasons into an **explanation**;
- **Describe** who Boudica was and **explain** why she fought the Romans when they invaded Britain at the end of the Iron Age.

Extended writing- answer key question

living in the towns that the Romans had vacated when they withdrew from Britain, and **evaluate** the advantages and disadvantages of living in this way compared with occupying the existing towns;

- **Identify and describe** a number of Anglo-Saxon gods and **explain** why the beliefs and religious practices of the Anglo-Saxons were called pagan;
 - **Describe and explain** why Britain converted to Christianity following the visit of Augustine and make a **reasoned judgment** about what the message from Pope Gregory to King Ethelbert might have been;
 - **Recognise and describe** some of the changes that occurred to buildings and ways of life in Anglo-Saxon Britain as a result of the country's conversion to Christianity, and **evaluate** the costs and benefits for ordinary people compared with those of lords and noblemen;
 - **Identify and describe** the artefacts that were discovered in the Anglo-Saxon ship burial at Sutton Hoo, **explain** why they are so important to historians and, using these artefacts, **reach a judgment** as to how the burial would have been constructed and carried out;
- Identify, interpret and make a judgment** about the origin of Anglo-Saxon

- Viking raiding parties along the coast of Britain;
- Interpret a range of source evidence to **explain** why most Viking Norsemen travelled to Britain in Anglo-Saxon times and **justify their judgment**;
 - **Identify and describe** the distribution of those areas of Britain settled by Viking Norsemen;
 - **Compare and contrast** the homes of Viking Norsemen with those of Anglo-Saxons and **suggest reasons** for the similarities and differences **observed**;
 - **Explain** the difference between historical evidence and a myth, folklore and a legend, with reference to both the commonly held belief that Viking Norsemen wore helmets with horns and that the outlaw Robin Hood really existed;
 - **Evaluate** evidence relating to the achievements of Anglo-Saxon King Alfred the Great, **reach a judgment** as to whether he is justifiably 'great' and **justify their decision**;
 - **Describe and explain** why William, Duke of Normandy, fought the Anglo-Saxon King Harold for the English crown at Hastings on 14 October 1066.
- Extended writing- answer key question

				place names in their own area or region of England Potential trip to West Stow. Extended writing- answer key question		
DT		<p>How could we get around in the dark? Children design and make a torch, or lamp that contains a simple electrical circuit. The circuit must contain a switch and a bulb and be encased within the main body of the design.</p>	<p>How Will You Store Your Favourite Things? Children design and make a container that can hold one or two favourite small items safely. Students identify one, or a few, small items to make a suitable a case for. The case must be made from textiles and work effectively to hold the chosen objects.</p>		<p>What Shape Should Your Pastry Be? Children design and make a new pastry product for a particular group of people. The product will be based on the children's experience of the traditional jam tart and each child will carry out market research to identify the needs and preferences of their consumers. Pupils will learn to record their responses to appearance, taste and texture. They will explore the ingredients used, nutritional values and packaging.</p>	
Art & Design	<p><u>Painting</u> <u>Focus Artist: Georgia O'Keeffe.</u> <u>How did she paint?</u></p> <ul style="list-style-type: none"> Look at the work of Sean Scully. Produce work using blocks or strips of colour. Use primary and mix secondary colours. Start to develop a painting from a drawing. 			<p><u>Printing</u> <u>Focus Artist: Andy Warhol</u></p> <ul style="list-style-type: none"> Have experience of fabric printing. Investigate African designs/textiles and use these to create own design. Produce as a mono-print, scratching into inked up slab. Learn how to use a press print block 		<p><u>3D</u> <u>Focus Artist: George Segal, Alexander Calder</u></p> <ul style="list-style-type: none"> Make a pot using coiled strips. Learn how to make coils and how to attach to base using scoring and slip. Use papier mache to make a puppet head. Maybe use a

	<ul style="list-style-type: none"> • Continue to use sketch books to try out ideas, plan colours • Use SEM images (scanning electron microscope) to stimulate imaginative work and focus on shape, colour and form. • Continue to mix colours, shades and tones with increasing confidence. E.g. produce a collage background with coloured shapes and work over the top painting in contrasting tone, light over dark, dark over light. • Work in the style of Georgia O'Keefe. (flower paintings) • Teach technique of painting a bold line of colour, wash brush, use wet brush to move paint across in a fading line. 			<p>using a soft pencil and drawing into polystyrene tile/ pizza base. Demonstrate how to ink up roller and roller across block. (light colour)Print and then further add to design. (called 'worrying away' at the design)Print with different darker colour to create 2 colour print.</p> <ul style="list-style-type: none"> • Make a collograph block - sticking card shapes onto a block - and use this to print. Repeat print, maybe rotate. • Use IT to flip and rotate, making repeat prints. 		<p>cut down milk bottle.</p> <ul style="list-style-type: none"> • Research environmental sculpture and found object art. (Flip flop art, Segal, Calder) Show awareness of effect of time upon sculptures. • Use the fabric forming process. Cover cardboard tube with polythene bag. Dipping strips of fabric in watered down PVA - wrap and twist around tube. Decorate and remove tube.
<p>Music</p>	<p>Music Express Aut 1 - IN THE PAST (3 Weeks) Focus: Notation Subject link: PE The children use a variety of notations to build performances from different periods</p>	<p>Music Express - Aut 2 ENVIRONMENT (3weeks) Focus: Composition Subject link: English-narrative settings Seasons and the environment provide the stimuli for compositions.</p>	<p>Music Express - Spr 1 BUILDING (3 Weeks) Focus: Beat Subject link: PSHE Building-themed songs allow the children to explore how music can be structured to provide</p>	<p>Music Express - Spr 2 ANCIENT WORLDS (3 Weeks) Focus: Structure Subject link: History The children celebrate achievements of the 'Amazing Egyptians' and explore 20th century</p>	<p>Music Express - Sum 1 SOUNDS (3 Weeks) Focus: Exploring sounds Subject link: Science After exploring how sounds are produced and classified, the children use</p>	<p>Music Express - Sum 2 COMMUNICATION (3 Weeks) Focus: Composition Subject link: English Children create a news programme, complete with theme music and</p>

	<p>and styles. They learn a Renaissance dance, walk down the aisle to Wagner's Bridal march and dance the mashed potato!</p> <p>Music Express - Aut 1 POETRY (3 Weeks) Focus: Performance Subject link: English The children develop performances of continuing poems. They use their voices to speak expressively and rhythmically, and discover ways to create ostinato accompaniments to enhance their performances.</p>	<p>The children make descriptive accompaniments and discover how the environment has inspired composers throughout history.</p> <p>Music Express Aut 2 SINGING SPANISH (3 Weeks) Focus: Pitch Subject link: Languages A sample of the sights and sounds of the Spanish-speaking world, including greetings, counting to twelve and playing a singing game. The children explore part-singing and accompaniments in four contrasting songs.</p>	<p>different textures. They use layers and rondo structure to combine ostinati played on body percussion and tuned instruments.</p> <p>Music Express Spr 1 AROUND THE WORLD (3 Weeks) Focus: Pitch Subject link: Geography The children explore pentatonic melodies and syncopated rhythms, learning that the fundamental dimensions of music are the same all over the world.</p>	<p>minimalist music inspired by the age of Akhenaten. They arrange and perform a layered pyramid structure.</p> <p>Music Express - Spr 2 FOOD & DRINK (3 Weeks) Focus: Performance Subject link: DT & science (digestion) The children cook up a musical feast. They enjoy a varied diet of healthy beans, exotic Tudor banquets and DIY pizzas before celebrating in a song performance.</p>	<p>their voices to make beatbox sounds, sing four-part songs, and perform a jazzy round.</p> <p>Music Express - Sum 1 Recycling (3 weeks) Focus: Structure Subject link: Art The children make their own instruments from junk and use them to improviser, compose and play junk jazz music in a variety of different musical styles.</p>	<p>school news headlines. Using songs and raps, this musical news bulletin will alert the school to the burning issues of the day!</p> <p>Music Express - Sum 2 TIME (3 Weeks) Focus: Beat Subject link: Mathematics Music featuring bells and clocks helps the children to understand rhythm and syncopation. They learn to sing and play bell patterns, listen to an orchestral clock piece, and create their own descriptive music.</p>
PE	<p><u>Hockey</u> Participate in team games, developing simple tactics for attacking and defending play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p><u>Dance</u> Perform dances using a range of movement patterns Develop flexibility, strength, technique, control and balance Compare their</p>	<p><u>Netball</u> Participate in team games, developing simple tactics for attacking and defending play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p><u>Gymnastics</u> Develop flexibility, strength, technique, control and balance Compare their performances with previous ones and</p>	<p><u>Football</u> Participate in team games, developing simple tactics for attacking and defending play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p><u>Map reading/orienteering</u> Take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p><u>Tag Rugby</u> Participate in team games, developing simple tactics for attacking and defending play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p><u>Handball</u> Use running, jumping, throwing and catching in isolation and in combination Participate in team games, developing</p>	<p><u>Cricket</u> Use running, jumping, throwing and catching in isolation and in combination Participate in team games, developing simple tactics for playing competitive games</p> <p><u>Athletics - Running</u> Develop flexibility, strength, technique, control and balance Use running and jumping in isolation and in combination</p>	<p><u>Tennis</u> Use running, jumping, throwing and catching in isolation and in combination</p> <p><u>Athletics - Throwing</u> Develop flexibility, strength, technique, control and balance Use running, jumping, throwing and catching in isolation and in combination</p>

	performances with previous ones and demonstrate improvement to achieve their personal best.	demonstrate improvement to achieve their personal best.	Use running and jumping, in isolation and in combination	simple tactics for attacking and defending play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending		
Computing	<p>4.1 We are software developers</p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect correct errors in algorithms and programs. 	<p>4.2 We are toy designers</p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. Use sequence, selection, and repetition in programs; work with various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 	<p>4.3 We are musicians</p> <ul style="list-style-type: none"> Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Understand computer networks, including the internet and the opportunities they offer for communication and collaboration. Be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour. 	<p>4.4 We are HTML editors</p> <ul style="list-style-type: none"> Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use technology safely, respectfully and responsibly; know a range of ways to report concerns and unacceptable behaviour. Use and combine a variety of software (including internet services) to accomplish given goals, including presenting information. 	<p>4.5 We are co-authors</p> <ul style="list-style-type: none"> Solve problems by decomposing them into smaller parts. Understand computer networks, including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively. Be discerning in evaluating digital content. Use a variety of software (including internet services) to create content including presenting information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>4.6 We are meteorologists</p> <ul style="list-style-type: none"> Work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

<p style="text-align: center;">MFL</p>	<ul style="list-style-type: none"> • Demonstrate broadening vocabulary & developing ability to understand new words • Write phrases from memory, and adapt these to create new sentences • Describe people, places, things & actions orally and in writing • Understand basic grammar rules & how to apply these, for instance to build sentences and how these differ from or are similar to English 	<ul style="list-style-type: none"> • Appreciate stories, songs, poems & rhymes in the language. • Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 	<ul style="list-style-type: none"> • engage in conversations; ask and answer questions; express opinions and respond to those of others; • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation 	<ul style="list-style-type: none"> • broaden vocabulary and develop ability to understand new words • read carefully and show understanding of words, phrases and simple writing • engage in conversations; ask and answer questions 	<ul style="list-style-type: none"> • present ideas and information orally to a range of audiences • describe people, places, things and actions orally and in writing • develop accurate pronunciation and intonation • listen attentively to spoken language and show understanding by joining in and responding 	<ul style="list-style-type: none"> • appreciate stories, songs, poems and rhymes in the language • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • present ideas and information orally to a range of audiences • Write phrases from memory, and adapt these to create new sentences
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Grey filled boxes indicate that a subject is not being taught explicating during that half term

Please note that the specific skills being focused upon by the year group in each subject will be mapped out with greater detail in STP/MTP planning.