



# Curriculum Booklet

Year 4

2025 / 2026



## Contents

1. Welcome from the Headteacher .....	3
2. Welcome to Year 4.....	4
3. The School Day- Key Stage 2 .....	5
4. Equipment List.....	6
5. Class Timetable .....	7
6. Homework .....	8
7. Reading.....	9
8. Rules for Presentation .....	10
9. Assemblies .....	11
10. Parents' Consultation Evenings .....	12
11. Reports .....	12
12. Assessments .....	12
13. Subject Overviews .....	13
13.1. English .....	13
13.2. Maths .....	16
13.3. Science.....	18
13.4. Art .....	20
13.5. Computing.....	22
13.6. Drama .....	23
13.7. French.....	24
13.8. Humanities .....	25
13.9. Music .....	27
13.10. Physical Education .....	29
13.11. Swimming .....	31
13.12. Citizenship and Religious Education .....	32
13.13. PSHRE (Personal, Social, Health and Relationships Education).....	33
14. Book List .....	35
15. Useful Websites .....	36

## **1. Welcome from the Headteacher**

Heathcote is an exceptionally warm and friendly place to learn where excellence is at the heart of all we do. Working as a team we foster a love of lifelong learning whilst at the same time encouraging all our community to be curious, appreciative and respectful towards the world around them. Every child will develop and celebrate their love of learning without boundaries, ensuring that they fulfil their potential.

As a small, friendly and happy school we are proud of the warmth, tolerance and individualised learning every pupil receives. Each day every member of our staff seeks to make a difference to the lives of our children. Our mission is to ensure that every pupil recognises their own self-worth and through their school journey they build character, confidence and compassion as well as a solid academic foundation. Determination, resilience and endurance will be instilled in all of our community.

This curriculum booklet is designed to provide you with information about Year 4 and explain what and how your child will be learning this year.

During your child's time in Year 4 they will undertake a range of learning experiences, enabling them to become happy, confident and keen learners.

This booklet contains a curriculum overview which outlines the content of each subject for the academic year as well as your child's class and homework timetables. I hope you find this document useful and informative. Thank you for taking the time to read it.

**Mrs Samantha Scott, MEd Cantab.**

**Headteacher**

**Heathcote Preparatory School & Nursery**

## 2. Welcome to Year 4

Dear Parents and Carers,

I'd like to start by saying how pleased I am to be continuing my journey at Heathcote School as the Year 4 form tutor this year. Now in my second year at the school, I feel very fortunate to be part of such a welcoming and supportive community. After spending time with the children during the transition session, I'm extremely excited for the year ahead.

With 16 years of teaching experience, predominantly in Key Stage 2, I am well equipped to support your children both academically and socially. My aim is to create a positive, inclusive environment where every child feels confident, encouraged, and ready to reach their full potential.

Each morning, I will be greeting the children except on a Wednesday where they will be greeted by Mrs Plumb. I'll also be reading with the children individually and delivering the Year 4 PSHRE curriculum. These lessons offer a valuable opportunity for children to develop resilience, learn to navigate challenges, and express their feelings in a safe and respectful way.

It's very important to both myself and Mrs Plumb that every child feels they can speak to us about any worries or concerns they may have. We are fully committed to making sure each child feels safe, supported, and happy during their time in our care.

Additionally, I will be teaching the children during their Art and Performing Arts lessons. These sessions will provide exciting opportunities to celebrate each child's unique talents, build self-confidence, and develop skills in public speaking and performance.

I'm really looking forward to getting to know your children even better and supporting them on their Year 4 journey. Thank you for your ongoing support. If there's anything I can do to help your child further, please don't hesitate to get in touch.

Warm regards,  
Mrs Rockstad



### 3. The School Day-Key Stage 2

8.30am	Children arrive and go to the playground
8.45am	Registration and ERIC
9:10am	Lesson 1
9.55am	Lesson 2
10.40am	Break and tuck
11:00am	Lesson 3
11.45 am	Lesson 4
12.30 pm	Lunch
1:30 pm	Lesson 5
2:15 pm	Lesson 6
3:00 pm	Assembly/Singing Assembly/Form activities
3.30 pm	End of School

#### 4. Equipment List

Please ensure that your child brings the following to school:

- Swimming bag including named towel, goggles, swimsuit and school swimming cap on **Mondays**
- Named PE Kit and trainers on **Tuesdays**
- Named white or black plimsolls (to be kept in school)
- Named Art apron (to be kept in school)
- Named water bottle every day
- Named healthy snack
- Coat, scarf, hat and gloves in Winter months
- Named sun cream and sun hat, when applicable
- School reading book
- One named pencil case containing:
  - A good quality soft rubber
  - Perspex ruler with centimetres and millimetres. Markings - 30cm in length, not flexible
  - At least two good HB pencils
  - A set of coloured pencils
  - A set of felt tip pens (fine at one end and broad at the other)
  - A pencil sharpener with container for the shavings
  - Blue, red, pink, green and purple fine pens (gel or biro)
  - A pair of scissors (not pointed please)
  - 180° protractor – clear in order to see through it
  - 2 glue sticks
- Dictionary- Oxford or Collins
- Calculator
- A4 file with plastic pockets for bringing in homework tidily

## 5. Class Timetable

Form 4		1	2		3	4		5	6
Monday	ERIC	CRE (GP)	Maths (NC)	Break	Maths (NC)	swim	Lunch	11+ (RP)	performing arts (MR)
Tuesday	ERIC	English (NC)	English (NC)	Break	PE/Games		Lunch	Art (MR)	
Wednesday	ERIC	Maths (NC)	Maths (NC)	Break	science (GP)		Lunch	Humanities (RA)	
Thursday	ERIC	Spellings (SN)	performing arts (MR)	Break	English (NC)	English (NC)	Lunch	Maths (NC)	MFL (JPI)
Friday	ERIC	computing (LD)	English (MR)	Break	PSHRE (MR)	Maths JPI	Lunch	11+ (RP)	whole school assembly

## 6. Homework

Homework is set to support the teaching and learning activities that take place at school. You can support your child's learning by playing an active role in ensuring that they complete homework tasks to the best of their ability but it is important that they endeavour to complete all homework independently.

Children will have English or Maths homework every week related to their targets. In addition, they will have weekly spelling and times tables to learn, along with Humanities and Science. Pupils are expected to spend no more than 30 minutes on their homework and another 10 minutes (at least) reading each night.

HOMEWORK TIMETABLE	
Day set	Subject
Monday	English or Maths Bond Book (due this Thursday)
Tuesday	No homework set on this day
Wednesday	Humanities (due next Wednesday) Science (due next Wednesday)
Thursday	No homework set on this day
Friday	Spellings (due next Friday) Times table (due next Friday)

\*For the first term, Maths and English Bond books will be set on alternating weeks.

## 7. Reading

Reading is considered the most important element of your child's homework and should be undertaken nightly. We recommend that your child reads for at least 10 minutes every night (except the reading comprehension night)

Reading opportunities occur frequently during the school day. Children have a 20 minute ERIC (Everyone Reading In Class) daily session with their form teacher where they get the opportunity regularly to read aloud and discuss their reading choices as well as visit the class or school library. Additionally, in school, reading occurs within English lessons as well as other curriculum subjects.

Nevertheless, to increase progress with writing and spelling skills, it is vital that your child reads to an adult at home every night. The same adult should sign their reading record after a brief comment and the page to read from next. How you can help:

- Most important of all, make reading with your child as enjoyable as possible - not always easy after a hard day at work and school, but do try to persevere!
- Look at the book first, talking about what you can see happening in the pictures. Try to predict the story and possible unknown words.
- The pictures are a really important tool to help your child to read. Please do not cover them up. If your child is becoming too reliant on the pictures, encourage them to point to the words to draw their attention back to the text.
- Many words can be sounded out, e.g.: cat. However, words such as 'was' are a little trickier as sounding them out does not work. In this case children need to learn how they look.
- When children are confident readers, try not to get hung up on an unknown word. You could miss the word out, read on, then go back and work out the missing word. Read the whole sentence again to check that it makes sense.
- Look out for words they already know within longer words e.g.: cats
- Remind your child to think about how speech might be said to encourage them to read with expression. Punctuation helps your child to read with intonation and brings a book to life.
- Monitor your child's reading at home and record it in the diary.
- Question your child about events in the book to check that they have understood what they are reading
- Retelling the story so far or predicting what might happen next will help you to gauge their understanding of what they have read.

Encourage your child to read regularly and to choose from a range of books and authors including different types of storybooks, information books, magazines, newspapers, letters etc.



## 8. Rules for Presentation

All work will have the date {short date for Maths, long date for other subjects} in the format day-date-month-year} clearly written on the top right-hand side of the page with the Learning Objective (LO) underneath on the left for example:

Thursday 19<sup>th</sup> September 2024

L.O. To identify the key features of a suspense story

- Children should start writing at the margin and write to the end of each line.
- New paragraphs will be demarcated by missing one line.
- Maths books will have a straight margin 2 squares wide on the left-hand side where children write question numbers.
- A ruler and a pencil should be used for drawing diagrams and shapes.
- Children should use cursive writing (as appropriate) in every subject and not just in English lessons and form their numbers accurately.
- Children should write in either pencil or blue ink (not biro). Crossing out should consist of one neat line. Pencil should be used in Maths books, and when drawing pictures and diagrams in any subject. Felt tips should not be used in books. Gel pens are acceptable.
- No tippex should be used in books.
- There should be no doodling in books or on the covers of books.
- Any work completed on paper should be named and dated.

**Children are strongly encouraged to take pride in every piece of work, with their presentation reflecting this.**

## 9. Assemblies

Assemblies are an important part of our school curriculum. Through our assemblies we recognise and celebrate our pupils' achievements. On Fridays in our celebration assembly, children receive awards and certificates.

Furthermore, our assemblies contribute to the Spiritual, Moral, Social and Cultural (SMSC) and British Values experiences and development of the children. Our assemblies are planned to cover a range of different elements over the school year. We recognise and celebrate key festivals and celebrations from different religions. We also incorporate aspects of Personal, Social, Health and Relationships Education (PSHRE) over the year, through our Values based education programme. Assemblies often kick start these 'values' and then permeate our curriculum, discussions and focus each month. Each term children get to perform a class assembly linked to the value of the month.

This year's programme is as follows:

	Value
September	Perseverance
October	Unity (Black History Month)
November	Sharing
December	Truth
January	Integrity
February	Appreciation
March	Open-minded
April	Trustworthiness
May	Trust
June	Democracy
July	Morality

## **10. Parents' Consultation Evenings**

Parent consultation evenings take place twice a year; once in the Autumn term and once in the Spring term. At these meetings parents have the opportunity to discuss their child's progress with the form teacher. Additionally, we hold work sharing before parent consultations.

## **11. Reports**

Reports are issued each term. Interim reports are also sent out at each half term to indicate effort in each subject and to set targets for the term. Achievement in reading, writing, maths and science, as well as effort for each subject, are reported through a report at the end of the Autumn and Spring terms. A full report with detailed teacher comments about your child's progress is issued at the end of the Summer term.

## **12. Assessments**

As well as continuous teacher assessment of your child's progress in class, formal assessments will occur in English, Maths and Science each term.

Your child will also be tested weekly on a list of spellings and times tables.

## 13. Subject Overviews

On the following pages you will find a summary of each area, the topics to be studied and the key skills that will be focused upon during the academic year.

### 13.1. English

Autumn Term - Reading
<p>Fiction: The Classics - Extracts from</p> <ul style="list-style-type: none"> <li>• <i>Swallows and Amazons</i> by Arthur Ransome</li> <li>• <i>The Wonderful World of Oz</i> by L. F. Baum</li> <li>• <i>Heidi</i> by Johanna Spyri</li> <li>• <i>The Butterfly Lion</i> by Michael Morpurgo</li> </ul> <p>Non-fiction: Poetry</p> <ul style="list-style-type: none"> <li>• <i>The Field Mouse</i> by C.F. Alexander</li> <li>• <i>To Autumn</i> by John Keates</li> <li>• <i>Night Mail</i> by W H Auden</li> <li>• <i>A Colourful Life</i> by Anonymous</li> <li>• <i>little tree</i> by e e cummings</li> </ul>
Autumn Term - Writing
<ul style="list-style-type: none"> <li>• Narrative</li> <li>• Discussion</li> <li>• Poetry</li> </ul>
Spring Term - Reading
<p>Information Fiction</p> <ul style="list-style-type: none"> <li>• <i>The Great Kapok Tree</i> by Lynne Cherry</li> <li>• <i>The Shaman's Apprentice</i> by Lynne Cherry</li> <li>• <i>The Vanishing Rainforest</i> by Richard Platt</li> </ul> <p>Non-fiction: Performance Poetry</p> <ul style="list-style-type: none"> <li>• <i>The Rainforest Grew All Around</i> by Susan K. Mitchell</li> </ul>
Spring Term - Writing
<ul style="list-style-type: none"> <li>• Persuasion / Balanced Argument / Discussion</li> <li>• Biography</li> <li>• Autobiography</li> <li>• Diary</li> <li>• Information leaflet / Fact file</li> </ul>

Summer Term - Reading
<p>Non-fiction Texts</p> <ul style="list-style-type: none"> <li>• Instructions</li> <li>• Recipe</li> <li>• Information leaflet</li> </ul> <p>Play scripts</p> <ul style="list-style-type: none"> <li>• <i>The Sword in the Stone</i></li> <li>• <i>Excalibur</i></li> <li>• <i>The Scheming of Morgan Le Faye</i></li> </ul>
Summer Term - Writing
<ul style="list-style-type: none"> <li>• Recount</li> <li>• Instructions</li> <li>• Recipe</li> <li>• Letter</li> <li>• Myth / Legend</li> <li>• Play script</li> <li>• Journal (scrapbook)</li> </ul>

Throughout the year, pupils will be taught and be given time to practice and develop the following skills:

Reading Skills (encompassing word reading and comprehension)

- Reading aloud fluently – confidently, clearly, at a good pace and with intonation and expression
- Literal thinking skills – skimming and scanning, identifying key vocabulary and meanings
- Deductive reasoning skills – looking for clues, proof and evidence in the text
- Inferential skills – reading between the lines
- Evaluative assessment of texts

Writing Skills (encompassing transcription and composition)

- Spelling the statutory Yr. 3/4 words
- Alternative spellings; prefixes & suffixes; homophones & near homophones; plurals; word families and adverbials
- Develop a continuous cursive style of handwriting which is aesthetically pleasing
- Speed and stamina - write for longer periods and at a faster pace
- Dictation and note taking
- Planning, composing, drafting, proofreading, discussing, evaluating, editing and composing narrative and non-narrative pieces independently
- Writing using ambitious vocabulary and a wide range of punctuation, including speech punctuation
- Discussing and identifying the language features and structure of each genre of text
- Using paragraphs consistently
- Using a range of organisational devices
- Using expanded noun phrases, extended using modifying adjectives and/or preposition phrases
- Using fronted adverbials, including using commas after fronted adverbials
- Using pronouns or nouns within and across sentences to aid cohesion and avoid repetition
- Using conjunctions, adverbs and prepositions to express time and cause
- Indicating possession by using the possessive apostrophe with plural noun

### 13.2. Maths



This year, we will continue to use our mathematics scheme called 'White Rose'. This scheme follows a mastery approach which focuses on creating a deeper understanding of the curriculum and ensuring that all pupils are challenged appropriately. The aim of this scheme is to ensure that all children develop a long-term, deep and flexible understanding of Mathematics. It follows the National Curriculum objectives through 'blocks' of learning, as outlined below.

Autumn	Place Value		Addition & Subtraction	HALF TERM	Multiplication & Division		
	Statistics						
Spring	Multiplication & Division	Fractions		HALF TERM	Decimals		
	Length & Perimeter						
Summer	Time		Shape		HALF TERM	Area	Position & Direction
	Money			Consolidation & Problem Solving			

### 13.3. Science

Autumn Term
<p><b>Autumn 1- States of Matter</b></p> <ul style="list-style-type: none"> <li>Sort and describe materials.</li> <li>Investigate gases and explain their properties.</li> <li>Investigate materials as they change state.</li> <li>Explore how water changes state.</li> <li>Investigate how water evaporates.</li> <li>Identify and describe the different stages of the water cycle.</li> </ul> <p><b>Autumn 2- Animals Including Humans</b></p> <ul style="list-style-type: none"> <li>Discuss how to keep teeth healthy; plan and set up an investigation into tooth decay.</li> <li>Draw conclusions from an investigation about keeping teeth healthy and to identify and examine different types of teeth.</li> <li>Identify the parts of the digestive system and their function.</li> <li>Demonstrate and explain the process of digestion.</li> <li>Construct food chains for different habitats and explain findings using the correct scientific language.</li> </ul>
Spring Term
<p><b>Spring 1 – Science Fair Research Project</b></p> <ul style="list-style-type: none"> <li>Scientific Inquiry: to develop the ability to ask questions, make observations, and form hypotheses.</li> <li>Experimental Design: learn how to plan and conduct experiments, including identifying variables and controls.</li> <li>Data Collection and Analysis: develop skills in systematically collecting data and using statistical methods to analyse results.</li> </ul> <p><b>Spring 2 – Science Fair Research Project</b></p> <ul style="list-style-type: none"> <li>Critical Thinking: enhance the ability to interpret data, draw conclusions, and evaluate the reliability of findings.</li> <li>Communication: improve skills in documenting procedures, writing reports, and presenting findings clearly and effectively.</li> <li>Presentation: to present project board at the Science Fair, explaining the project and findings with confidence and independence.</li> </ul>
Summer Term
<p><b>Summer 1- Electricity</b></p> <ul style="list-style-type: none"> <li>Classify and present data, identifying common appliances that run on electricity.</li> <li>Identify circuit components and build working circuits.</li> <li>Investigate whether circuits are complete or incomplete.</li> <li>Investigate which materials are electrical conductors or insulators.</li> <li>Explain how a switch works in a circuit, build switches and report my findings.</li> <li>Discuss and solve problems about electricity using reasoning skills.</li> </ul> <p><b>Summer 2- Sound</b></p> <ul style="list-style-type: none"> <li>Describe and explain sound sources</li> <li>Explain how different sounds travel.</li> <li>Explore ways to change the pitch of a sound.</li> <li>Investigate ways to absorb sound.</li> </ul>

- Make a musical instrument to play different sounds.



### 13.4. Art and Design

Autumn Term
<b>THE VICTORIANS/INDUSTRIAL REVOLUTION</b> <ul style="list-style-type: none"> <li>• Study the artist LS Lowry</li> <li>• Print making</li> <li>• Create a row of Victorian houses using pen and ink</li> </ul> <b>MY ART PROJECT – CHRISTMAS CARD DESIGN</b>
Spring Term
<b>ANCIENT EGYPTIANS</b> <ul style="list-style-type: none"> <li>• Study Tutankamun and depictions of Pharaohs from Ancient Egypt artefacts.</li> <li>• Create a personalised headdress.</li> <li>• Scroll making</li> <li>• Hieroglyphics scroll – the skill of ageing paper and the use of hieroglyphics to create a realistic ancient scroll</li> <li>• Design and make a stone amulet of a scarab beetle</li> </ul> <b>SCHOOL PRODUCTION PREPARATION</b>
Summer Term
<b>WORLD GEOGRAPHY/RAINFOREST</b> <ul style="list-style-type: none"> <li>• Study Henri Rousseau as inspirational art</li> <li>• Draw insects in pencil and in colour</li> <li>• Design, make and evaluate a poison dart frog bean bag</li> <li>• Design, make and evaluate a menu for a rainforest cafe</li> <li>• Create a menu which includes a healthy balanced diet</li> <li>• Each group will focus on a different course</li> </ul>



### 13.5. Computing

Autumn Term
<p>Collaborative learning with Microsoft Office - Learning how to work collaboratively and exploring a range of collaborative tools.</p> <p>Further coding with Scratch - Revisiting the key features and beginning to use 'variables' in code scripts</p> <p>Online safety Y4 - Searching for information and making a judgement about the probable accuracy; recognising adverts and pop-ups; understanding that technology can be distracting.</p>
Spring Term
<p>Website design with Microsoft Office 365 - Learning how web pages and sites are created and how to embed media and links.</p> <p>HTML - Learning about the markup language behind a webpage; becoming familiar with HTML tags, changing HTML and CSS code to alter images and 'remix' a live website.</p> <p>Online safety Y4 - Searching for information and making a judgement about the probable accuracy; recognising adverts and pop-ups; understanding that technology can be distracting.</p>
Summer Term
<p>Computational thinking - Solving problems effectively using the four areas of abstraction, algorithm design, decomposition and pattern recognition.</p> <p>Investigating weather - Researching and storing data on spreadsheets and designing a weather station.</p> <p>Online safety Y4 - Searching for information and making a judgement about the probable accuracy; recognising adverts and pop-ups; understanding that technology can be distracting.</p>

### 13.7. French

Autumn Term
<p><u>Les Temps</u></p> <ul style="list-style-type: none"> <li>• Modes of travel</li> <li>• Weather</li> <li>• Days of the week</li> <li>• Toys</li> <li>• Shopping role play</li> <li>• Numbers to 40</li> <li>• European Day of Languages</li> </ul>
Spring Term
<p><u>Little Red Riding Hood</u></p> <ul style="list-style-type: none"> <li>• Read and learn vocabulary to do with this traditional tale</li> <li>• Sports and leisure activities</li> </ul>
Summer Term
<ul style="list-style-type: none"> <li>• Animal names and colours</li> <li>• Animal habitats</li> <li>• Weather recap</li> <li>• Describing temperatures and weather forecasts</li> <li>• Choosing appropriate clothing for different weather conditions</li> </ul>

### 13.8. Humanities

Autumn Term
<p><b>History: Ancient Egypt – How did life in Ancient Egypt differ from our life today?</b></p> <ul style="list-style-type: none"> <li>• Find out about who the ancient Egyptians were</li> <li>• Understand daily life in ancient Egypt</li> <li>• Know who the Pharaohs were</li> <li>• Understand how Tutankhamun was discovered</li> <li>• Explain how and why the Egyptians mummified people</li> <li>• Evaluate the challenges of building an Egyptian pyramid</li> <li>• Understand what the ancient Egyptians believed</li> <li>• Understand the importance of the River Nile to the ancient Egyptians</li> <li>• Compare and contrast Egyptian writing systems with modern styles of writing</li> <li>• Investigate the greatest achievements and inventions of ancient Egyptian civilisation</li> </ul>
Spring Term
<p><b>History: Victorians and the Industrial Revolution – How did Britain change during the Victorian era?</b></p> <ul style="list-style-type: none"> <li>• Know who Queen Victoria was and investigate her life and family tree</li> <li>• Explore the impact the Industrial Revolution had on Britain</li> <li>• Identify key Victorian inventors and inventions</li> <li>• Understand the rights of children during the Victorian era</li> <li>• Explore Victorian schooling</li> <li>• Understand the impact of poverty in Victorian cities</li> <li>• Examine and compare the leisure activities from the Victorian era to those of modern-day life</li> <li>• Look at how the Victorians responded to the new railways</li> <li>• Understand the impact of Florence Nightingale and Mary Seacole on healthcare</li> </ul>
Summer Term
<p><b>Geography: World – Where does our food come from?</b></p> <ul style="list-style-type: none"> <li>• Understand that the food we eat comes from many different places</li> <li>• Know how land in temperate climates is used to produce food</li> <li>• Know how land in tropical climates is used to produce food</li> <li>• Understand the way in which land in tropical biomes is being changed to enable more food production</li> <li>• Understand Fair Trade</li> <li>• Know how land in mediterranean climate zones is used to produce food</li> <li>• Explain how land is used to produce food in the UK</li> </ul>



### 13.9. Performing Arts

Autumn Term
<p><b>HARVEST PREPARATION</b></p> <ul style="list-style-type: none"> <li>• Sing songs from memory, unaccompanied, accompanied and in unison.</li> <li>• Rehearse and perform with others.</li> <li>• To identify structure and texture in music</li> <li>• To use body percussion</li> <li>• To create musical rhythms using body percussion.</li> <li>• To create simple tunes</li> <li>• To build and improve a composition.</li> </ul> <p><b>CAROL SERVICE</b></p> <ul style="list-style-type: none"> <li>• Revise notes B, A and G on the recorder.</li> <li>• Learn new notes E and D</li> </ul>
Spring Term
<p><b>WHOLE SCHOOL PRODUCTION: Drama focus</b></p> <p>Sing as a group to perform to an audience with confidence.</p> <p>Sing songs from memory, unaccompanied, accompanied and in unison.</p> <p>Rehearse and perform with others.</p> <p>Learn new notes C and F on recorder.</p>
Summer Term
<p><b>Musical Focus - Listening and Understanding</b></p> <ul style="list-style-type: none"> <li>• To learn about the music used to celebrate the Chinese New Year festival.</li> <li>• To play a pentatonic melody on a tuned percussion instrument.</li> <li>• To write and perform a pentatonic melody.</li> <li>• To perform a group composition.</li> <li>• To perform a piece of music as a group.</li> <li>• To continue learning the recorder.</li> </ul>

- Revision between fast and slow; gradually slowing down and getting faster; between differences in pitch: high and low; between loud and soft; gradually increasing and decreasing volume.
- Continue to work with timbre (tone colour) and phrasing.
- Continued development of the recorder.

### 13.10. Physical Education

Autumn Term
<p>Foot Coordination skills</p> <ul style="list-style-type: none"> <li>• Football-</li> <li>• Dribbling (left/right foot, inside and outside of foot, short and long distances, fast and slow, straight lines and turning directions.)</li> <li>• Passing-</li> <li>• (using left and right foot, inside, outside and laces on foot, short and long distances, on floor or in air, stationary or moving targets and controlling the ball stationary or on the move.)</li> <li>• Shooting-</li> <li>• Left and right foot, inside and laces on feet, short and long distances, different power, different angles, accurate shots.)</li> <li>• Match situations-</li> <li>• (To learn positions, rules, to tackle and play against other teams, to make quick decisions, to learn how to win or lose.)</li> <li>• Hand coordination skills.</li> </ul> <p>Basketball/Netball</p> <ul style="list-style-type: none"> <li>• Dribbling (left and right hand, stationary and moving around, straight lines and different directions, in and out of cones and players, different sized balls and different speeds.)</li> <li>• Passing-</li> <li>• (Chest passes, bounce passes, shoulder passes, one hand, two handed, different heights and lengths, catching comfortably with one and two hands.)</li> <li>• Shooting-</li> <li>• (One or two handed, different height, angles and distances.)</li> <li>• Match situations-</li> <li>• (To learn different positions, different tactics, rules, to win possession, to defend and attack and to make quick decisions.)</li> </ul> <p>Cross Country Running</p> <p>Long distance running techniques</p> <p>Stamina/performance focuses</p>
Spring Term

Dance:	<ul style="list-style-type: none"> <li>Learning moving to the beat</li> <li>Different poses and positions</li> <li>Synchronisation</li> <li>Solo performances</li> <li>Different styles of music and rhythms</li> </ul>
Gymnastics:	<ul style="list-style-type: none"> <li>Rhythmical movements</li> <li>Synchronisation</li> <li>Solo performances</li> <li>Different positions and movements including Bridge, Handstands, Cartwheels, Forward Rolls etc.</li> </ul>
Hockey	<ul style="list-style-type: none"> <li>Dribbling- <ul style="list-style-type: none"> <li>(Both sided, both hands, fast, slow, turning, in and out of cones and players, short and long distances.)</li> </ul> </li> <li>Passing- <ul style="list-style-type: none"> <li>(Short and long distances, accuracy, power, strength, technique, scrapping the floor, targets.)</li> </ul> </li> <li>Shooting- <ul style="list-style-type: none"> <li>(Short and long distances, power, hard, soft, angles, directions, different targets.)</li> </ul> </li> <li>Match situations- <ul style="list-style-type: none"> <li>(Team tactics, positions, winning and losing, rules and tackling players.)</li> </ul> </li> </ul>
Throwing/Targets	<ul style="list-style-type: none"> <li>Underarm throwing- <ul style="list-style-type: none"> <li>(Different heights, objects, distances, sizes of targets.)</li> </ul> </li> <li>Overarm throwing- <ul style="list-style-type: none"> <li>(Different size targets, objects to throw, distances, weights.)</li> </ul> </li> <li>Targets- <ul style="list-style-type: none"> <li>(Nets, baskets, goals, hoops, lines, person)</li> </ul> </li> </ul>

Summer Term	
Tennis/Cricket/Rounders.	<ul style="list-style-type: none"> <li>Hitting/Striking- <ul style="list-style-type: none"> <li>(Left or right hand, accuracy of hit, accuracy of swing, timing of swing, power of hit, direction of hit, height of hit, technique of swing, different bat/racquet.)</li> </ul> </li> <li>Fielding- <ul style="list-style-type: none"> <li>Catching, underarm and overarm throwing, positions, pick ups stances and run ups, bowling.</li> </ul> </li> </ul>
Athletics.	<ul style="list-style-type: none"> <li>Different events- <ul style="list-style-type: none"> <li>Javelin, over arm throw, long jump, triple jump, sprint starts, sprinting, long distance races, rules, techniques, relays, baton changes, Olympics.</li> </ul> </li> <li>SPORTS DAY</li> </ul>





### 13.11.Swimming

Autumn Term
<p>Water Safety-</p> <ul style="list-style-type: none"> <li>Dangers, depths, health and safety.</li> </ul> <p>Front crawl-</p> <ul style="list-style-type: none"> <li>Correct technique, arms, legs, floppy feet, speed, correct breathing technique.</li> </ul> <p>Backstroke-</p> <ul style="list-style-type: none"> <li>Arms, legs, breathing technique, straight arms, floppy feet, head back, body streamline.</li> </ul> <p>Races</p> <ul style="list-style-type: none"> <li>Competition.</li> </ul>
Spring Term
<p>Breaststroke-</p> <ul style="list-style-type: none"> <li>Arms, legs, breathing technique, timing, synchronisation.</li> </ul> <p>Butterfly-</p> <ul style="list-style-type: none"> <li>Arms, legs, breathing, undulation, timing,</li> <li>Dolphin stroke</li> </ul>
Summer Term
<p>Recap on all 4 strokes-</p> <p>Front crawl, backstroke, butterfly, and breaststroke.</p> <p><b>Water safety:</b></p> <p>Heathcote life savers.</p> <p>Sculling, tread water in long clothing, life rescue, barrel rolls, tumble turns.</p>

## 13.12. Citizenship and Religious Education

Autumn Term
<p><b>Autumn 1- Citizenship &amp; RE: Faith Today</b></p> <ul style="list-style-type: none"> <li>• Compare different beliefs by exploring some of the different faiths in the UK today.</li> <li>• Describe the key teachings and beliefs of Humanism by exploring the values of Humanism.</li> <li>• Know about the religious festivals of Christianity by exploring Christian festivals throughout the year.</li> <li>• Know about the importance of some Islamic artefacts by exploring artefacts that are important to Muslims.</li> <li>• Describe how the values of Sikhi can affect behaviour and outcomes by thinking about the teachings of Sikhi and how this guides Sikhs through life.</li> <li>• Know the meaning of the Taoist creation story by exploring the story through drama and art.</li> <li>• Begin to understand why the Buddha acted the way he did by exploring the life story of Buddha.</li> </ul> <p><b>Autumn 2 – Pilgrimages</b></p> <ul style="list-style-type: none"> <li>• Explain what a pilgrimage is.</li> <li>• Name places of pilgrimage and describe, with support, the significance of these pilgrimages.</li> <li>• Describe the significance of places of pilgrimages and explain, with reference to religious beliefs, the importance of pilgrimage sites.</li> <li>• Explore the thoughts, feelings and experiences of those who undertake a pilgrimage.</li> <li>• Compare beliefs about pilgrimage.</li> <li>• Analyse and explain how pilgrimages are different to other types of journeys.</li> </ul>
Spring Term
<p><b>Spring 1 – Christianity</b></p> <ul style="list-style-type: none"> <li>• Explain who founded Christianity and where it was founded.</li> <li>• Explain the main beliefs of Christianity.</li> <li>• Identify Christian special places and explain why they are special.</li> <li>• Name and explain the main Christian festivals.</li> <li>• Understand how the bible is organized and can navigate my way around it.</li> <li>• Name and explain the key symbols of Christianity.</li> </ul> <p><b>Spring 2- Food &amp; Fasting</b></p> <ul style="list-style-type: none"> <li>• Discuss the different ways food is thought about and used in our everyday lives.</li> <li>• Explore religious rules about food and know what 'kosher' is.</li> <li>• Explore the different effects of abstaining from something</li> <li>• Explore how and why religious believers fast.</li> <li>• Understand how food is used for celebration in religions.</li> </ul>
Summer Term

**Summer 1- Buddhism**

- Identify who founded Buddhism and where.
- Understand the main beliefs held by Buddhists.
- explain which places are special for Buddhists.
- Describe what happens at the major Buddhist festival.
- Identify what the Buddhist holy book is and what is in it.
- Name and explain the meaning of Buddhist symbols.

**Summer 2- Citizenship & RE: People of Faith**

- Identify what beliefs are and name some of their own
- Link their own beliefs to their and other people's actions
- Identify challenges that others have faced.
- Examine what a challenge is and how these can be overcome
- Identify meaning from quotes and restate these in their own words
- Explain the impact of beliefs on their capacity to overcome challenges
- Compare and contrast beliefs that help or hinder people when attempting to overcome challenges.

### 13.13. PSHRE (Personal, Social, Health and Relationships Education)

PSHRE brings together Personal, Social, Health and Relationships education, emotional literacy, social skills and spiritual development. This area of the curriculum holds children at its heart and its cohesive vision helps children understand and value who they are and how they fit and contribute to the world.

Autumn Term
<p><b>For the first half term, we will look at the topic 'Being Me in My World' and cover the following themes:</b></p> <ul style="list-style-type: none"> <li>• Becoming a class 'team'</li> <li>• Being a school citizen</li> <li>• Right, responsibilities and democracy</li> <li>• Rewards and consequences</li> <li>• Our learning charter</li> <li>• Owning our learning charter</li> </ul> <p><b>In the second half term, our topic will be studying the 'Celebrating Difference' unit and themes we will cover are:</b></p> <ul style="list-style-type: none"> <li>• Judging by appearances</li> <li>• Understanding influences</li> <li>• Understanding bullying</li> <li>• Problem-solving</li> <li>• Special me</li> <li>• Celebrating difference: how we look</li> </ul>
Spring Term
<p><b>For the first half term, we will look at the topic 'Dreams and Goals' and cover the following themes:</b></p> <ul style="list-style-type: none"> <li>• Hopes and dreams</li> <li>• Broken dreams</li> <li>• Overcoming disappointment</li> <li>• Creating new dreams</li> <li>• Achieving goals</li> <li>• We did it!</li> </ul> <p><b>In the second half term, our topic will be studying the 'Healthy Me' unit and themes we will cover are:</b></p> <ul style="list-style-type: none"> <li>• My friends and me</li> <li>• Group dynamics</li> <li>• Smoking</li> <li>• Alcohol</li> <li>• Healthy friendships</li> <li>• Celebrating my inner strength</li> </ul>
Summer Term

**For the first half term, we will look at the topic Relationships' and cover the following themes:**

- Relationship web
- Love and loss
- Memories
- Are animals special?
- Special pets
- Celebrating my relationships with people and animals

**In the second half term, our topic will be studying the Changing Me' unit and themes we will cover are:**

- Unique me
- Having a baby
- Girls and puberty
- Circles of change
- Accepting change
- Looking ahead

## 14. Recommended Reading

Please take the following as a guide and remember that reading should be a pleasure not a task. Encourage your child to read a wide range of material: fiction, non-fiction and poetry. If they are not enjoying a book, there are plenty of others.

Author	Book Titles
Roald Dahl	Matilda Danny Champion of the World The BFG The Twits Witches Charlie and the Chocolate Factory
Cressida Cowell	How to Train Your Dragon Series
E.B. White	Stuart Little
Andrew Matthews & Tony Ross	The Shakespeare Series
David Baddiel	The Parent Agency Head Kid
Frank Cottrell Boyce	Broccoli Boy Chitty Chitty Bang Bang: The Race Against Time Desirable
Ross Montgomery	Max and the Millions
Andy Griffiths	The Storey Treehouse Series
Malorie Blackman	Operation Gadgetman!
Jill Murphy	The Worst Witch series
Philip Pullman	The Firework Maker's Daughter
Michael Morpurgo	The Amazing Story of Adolphus Tips Pinocchio Dancing Bear The Butterfly Lion
Neha J Hiranandani	Girl Power: Indian Women Who Took on the World
Debjani Chatterjee & Brian D'Arcy	Let's Celebrate! Festival poems from around the world

P.G. Bell	The Train to Impossible Places
Robert Macfarlane	The Lost Words
Gill Lewis	Sky Hawk Puppy Academy Series
Santa Montefiore & Simon Sebag Montefiore	The Royal Rabbits of London
Kevin Crossley-Holland	Beowulf
Gillian Cross	The Great Elephant Chase
Morris Gleitzman	Toad Rage Give Peas a Chance
Eoin Colfer	The Legend of Captain Crow's Teeth
Melvyn Burgess	Earth Giant
Pat Hutchins	The House That Sailed Away
Phylliss Arkle	The Railway Cat
Shirley Hughes	The Charlie Moon Series
Julia Jarman	The Time Travelling Cat
Joan Aiken	The Necklace of Raindrops
Adam Blade	The Beast Quest Series
Michael Bond	A Bear Called Paddington
Emma Carroll	A Night at the Frost Fair
Ben Miller	The Day I Fell Into a Fairytale
Jenny McLachlan	The Land of Roar
Kate Wilkinson	Edie and the Box of Flits
Malorie Blackman	Operation Gadgetman
Claire Fayers	The Accidental Pirates
Catherine Storr	Clever Polly and the Stupid Wolf
Amy Sparkes	The House at the Edge of Magic
Jon Scieszka	Frank Einstein and the Antimatter Motor
Kate DiCamillo	The Miraculous Journey of Edward Tulane
Jacqueline Wilson	The Suitcase Kid Cliffhanger
Dick King-Smith	The Invisible Dog
Roger McGough	SENSATIONAL! Poems inspired by the five senses.

## 15. Useful Websites

<https://www.booktrust.org.uk/>

<https://www.lovereadings4kids.co.uk/>

<https://shop.scholastic.co.uk/childrens-books>



