



CHILDREN'S INTERNATIONAL SCHOOL, LAGOS
ACADEMIC YEAR 2022-2023
SPRING TERM CURRICULUM OVERVIEW FOR PRIMARY
Yr. 4

TERM NUMBER & WEEK NUMBER	LEARNING OUTCOMES	LEARNING OBJECTIVES TO BE DELIVERED.
<p>SKILL FOCUS - LITERACY (READING /WRITING EXTENSION) (problem solving, creativity, innovation, critical thinking, collaboration, communication, digital competency are ongoing)</p> <p>MAIN ACTIVITIES– Relationship/Chocolate Friendship Day, Inter-house Sports Day</p>		
<p>T1. W1</p>	<p>Mathematics: Students will be able to;</p> <p>Recognise and show, using diagrams, families of common equivalent fractions.(Identify and mark equivalent fractions on number lines)</p> <p>Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <p>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.</p> <p>English: Students will be able to write Fairy-Tales.</p> <p>Grammar includes: Using pronouns for cohesion and to avoid repetition and ambiguity.</p>	<p>Mathematics: To recognise and show, using diagrams, families of common equivalent fractions.</p> <p>To count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <p>To 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.</p> <p>English: To use pronouns for cohesion and to avoid repetition and ambiguity.</p> <p>To write an innovative fairy-tale based on the princess and the Pea.</p>

	<p>Spelling focus includes: Homophones and near homophones.</p> <p>Handwriting: Reinforce the use of diagonal and horizontal strokes that are needed to join letters and understand which letters all term.</p> <p>Topic: To use maps, atlases to identify the position and significance of latitude, longitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.</p> <p>RE: To identify how students celebrate in their family, and explain how other people celebrate in their families.</p> <p>To compare celebrations for different cultures and religions</p> <p>Science: Investigate the differences between solids and liquids by examining and comparing the properties of sand and water.</p> <p>Discuss and explore the properties that make a material a solid or a liquid.</p> <p>French: Children will be able to describe their room in French.</p> <p>Music: Children will be able to recognise repeated rhythmic patterns and time Values.</p>	<p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Correctly use homophones and near homophones in the right context.</p> <p>Topic: Use maps, atlases to identify the position and significance of latitude and longitude.</p> <p>Identify the Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.</p> <p>RE: To describe the importance of a celebration</p> <p>Science: Children will be able to identify misconceptions and classify materials into solids, liquids and gases.</p> <p>Children will be able to explore a variety of everyday materials and develop simple descriptions of the states of matter.</p> <p>French: The children will be able to learn the objects and furniture in their room in French.</p> <p>Music Introduction to repeated rhythmic patterns.</p> <p>PE: Children will learn to familiarize themselves with football playing different games with the ball using different skills and techniques.</p> <p>Swimming: Students will learn how to improve their freestyle stroke by practicing: Leg kicks with arms extended and locked.</p>
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	<p>PE: Children will be able to familiarize themselves with the game of football, play different games with the ball and get used to the game.</p> <p>Swimming: Freestyle stroke. Students will understand and be able to apply proper legs and arm actions as well as good body position and bilateral breathing in the freestyle strokes.</p> <p>Arts: Children will learn to recognize different features of a landscape.</p> <p>African Studies: Students will locate the Akan people using ancient and modern maps.</p> <p>ICT: To create a personal account on the scratch website and create simple programs with loops.</p> <p>PSHE: To identify ways that we can communicate respectfully online.</p>	<p>Leg kicks with one arm on the thigh and the other extended forward with the shoulders touching the ear.</p> <p>Alternating arms action after six leg kicks.</p> <p>Single arm action 'catch and pull drill' and bilateral breathing every three arm pulls.</p> <p>Arts: Students will collaboratively observe different landscape designed by various artists and identify the different features of these paintings.</p> <p>African Studies: To discover the location of the Akan people in the world.</p> <p>ICT: Children will be able to create and save programs on the scratch website and create simple programs with loops.</p> <p>PSHE: Children will be able to identify ways that we can communicate respectfully online.</p>
T1, W2	<p>Mathematics: Students will be able to;</p> <p>Add and subtract fractions with the same denominator.</p> <p>Recognise and write decimal equivalents of any number of tenths or hundredth.</p> <p>Recognise and write decimal equivalents to 1/4, 1/2, 3/4</p> <p>English: Children will be able to write Play scripts.</p>	<p>Mathematics: To add and subtract fractions with the same denominator.</p> <p>To recognise and write decimal equivalents of any number of tenths or hundredth.</p> <p>To recognise and write decimal equivalents to 1/4, 1/2, 3/4</p> <p>English: To plan and write several drafts of a play script.</p> <p>To propose changes to grammar and vocabulary to improve cohesion in sentences.</p>

<p>Children will identify the features of a playscript as well as plan and write a play script using their traditional tale from the week before.</p> <p>Grammar includes: Using the past tense and the perfect form of verbs.</p> <p>Spelling focus includes: (in order of weeks) Using near homophones in the right context.</p> <p>Topic: To locate the world's countries, using maps to focus on Europe (including the location of Russia) and Africa using an atlas.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>RE: To understand why events are important and why they are celebrated.</p> <p>To express how other people celebrate important events</p> <p>Science: Develop understanding of gases through simple practical tasks and record findings using drawings.</p> <p>Investigate the presence of gases.</p> <p>French: Children will be able to talk about different buildings in a school.</p> <p>Music: Children will be able to perform a repeated pattern to a steady</p>	<p>In narratives, create settings, characters and plot.</p> <p>The children will correctly use the past tense and the perfect form of verbs in sentences.</p> <p>To correctly use near homophones in the right context.</p> <p>Topic: Children will be able to find countries in Europe and Africa on a map.</p> <p>Children will be able to find information in an atlas.</p> <p>RE: Children will be able to discuss how different celebrations are important to different people.</p> <p>Science: Children will be able to answer questions about gas using evidence from scientific enquiries and record findings using drawings.</p> <p>Children will be able to use simple practical enquiries and scientific evidence to demonstrate to others the evidence for gases.</p> <p>French: The children will be able to recognise the French buildings around the school.</p> <p>Music: Exposure to more rhythmic patterns</p> <p>PE: Children will learn to pass and control the ball with good eye coordination.</p> <p>Swimming: Students will learn how to improve their freestyle stroke by practicing: Leg kicks with arms extended and locked.</p>
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	<p>pulse and with awareness of different parts.</p> <p>PE: Children will be able to control and pass the ball using their vision.</p> <p>Swimming: Freestyle stroke. Students will further understand and be able to apply proper legs and arm actions as well as good body position and bilateral breathing in the freestyle strokes.</p> <p>Arts: To apply various techniques of applying water colour paint to create an abstract landscape.</p> <p>African Studies: Students will research for information behind the history of the Akan people from Ghana.</p> <p>ICT: Children will be able to program a chatbot.</p> <p>PSHE: Identify examples of cyberbullying and strategies to respond to online bullying.</p>	<p>Continuous single arm action 'catch and pull drill' and bilateral breathing every three arm pulls.</p> <p>Continuous and alternating arms actions 'catch and pull drill' and bilateral breathing every three arm pulls.</p> <p>Arts: Students will be able to respond to what is observed through painting.</p> <p>To understand the qualities and effect of a range of painting media.</p> <p>To use painting techniques for different purposes. Learn about the work of artists from different times and cultures.</p> <p>African Studies: To examine the history behind the Akan people.</p> <p>ICT: Children will be able to use the text to speech block code in scratch, and know that variables can be used to store user input.</p> <p>PSHE: Children will be able to identify examples of cyberbullying and strategies to respond to online bullying.</p>
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<p>T1, W3</p>	<p>Mathematics: Students will be able to; Convert between different units of measure [for example, kilometre to metre; hour to minute].</p> <p>Use word problems to reinforce the above skill.</p> <p>English: Non-chronological Reports Children will be able to identify the features of non-chronological reports; plan and write a report on an animal using shared features.</p> <p>Grammar includes: Children will be able to extend the range of sentences with more than one clause and using a wide range of conjunctions</p> <p>Spelling focus includes: (in order of weeks) Children will be able to correctly spell nouns ending with suffix –ation.</p> <p>Topic: To use symbols and a key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world by identifying landmarks shown on an Ordnance Survey map</p> <p>RE: Investigating different celebrations that occur in different cultures all over the world Explore two major festivals -the Chinese New Year and Holi celebrations</p> <p>Science: 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>	<p>Mathematics: To convert between different units of measure [for example, kilometre to metre; hour to minute].</p> <p>To use word problems to reinforce the above skill.</p> <p>English: To identify the features of non-chronological reports; plan and write a report on an animal using shared features.</p> <p>To extend the range of sentences with more than one clause and using a wide range of conjunctions.</p> <p>To correctly spell nouns ending with suffix –ation.</p> <p>Topic:To be able to use a key to describe features on an Ordnance Survey map.</p> <p>RE: To understand how some celebrations are similar or different to others.</p> <p>Science: To understand, through practical tasks, that materials change state when they are heated or cooled and describe this process using scientific language.</p> <p>To understand the behaviour of particles in the different states and use a thermometer to observe temperature changes of water.</p> <p>French: The children will be able to say their names and ask people what their names are, and learn the days of the weeks and the months of the year.</p>
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	<p>Learn about how particles behave in different states, and use a thermometer to make observations as water changes from one state to another.</p> <p>French: Greetings and introductions Music: To perform a repeated pattern to a steady pulse with awareness of different parts.</p> <p>Arts: To explore the image of Paul Klee's Landscape.</p> <p>PE: Children will be able to control and dribble also encourages the use of vision.</p> <p>They will be able to understand the importance of movement on and off the ball in order to dribble an opponent.</p> <p>Swimming: Freestyle stroke. Students will know and be able to swim the freestyle stroke with correct form for 50 metres.</p> <p>African Studies: Students will be able to provide vital information and compare the Akan culture with others.</p> <p>ICT: Children will increase the complexity of their chatbot program.</p> <p>PSHE: To identify examples of online risks such as harmful content or contact and how we can protect ourselves from them .</p>	<p>Music: To describe rhythms through rhythmic symbols (notations).</p> <p>Arts: Students will be able to create the sky using wet on wet technique and demonstrate shading to create a wash.</p> <p>PE: Children will begin to control and dribble the ball using their vision and understand the importance of movement on and off the ball when dribbling opponents.</p> <p>Swimming: Students will swim complete freestyle stroke for 50m by practicing: Leg kicks with arms extended and locked. Leg kicks with one arm on the thigh and the other extended in front. Alternating arm actions after six leg kicks. Continuous and alternating arms actions 'catch and pull drill' and bilateral breathing every three arm pulls. Complete 50metres freestyle swim with bilateral breathing.</p> <p>African Studies: To investigate the Akan culture.</p> <p>ICT: Children will join text in scratch, use variables to store and respond to user input. Use the repeat loop code.</p> <p>PSHE: Children will be able to identify examples of online risks such as harmful content or contact and how we can protect ourselves from them.</p>
T1, W4	<p>Mathematics: The students will be able to;</p>	<p>Mathematics: To identify lines of symmetry in 2-D shapes presented in different orientations.</p>

<p>Identify lines of symmetry in 2-D shapes presented in different orientations</p> <p>Complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p>English: Non-chronological Reports Children will identify the features of non-chronological reports; plan and write a report on scientific discovery or archaeological findings.</p> <p>Grammar includes: Children will be able to extend the range of sentences using conjunctions expressing time, place and cause.</p> <p>Spelling focus includes: Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above').</p> <p>Topic: To use the eight points of a compass to build knowledge of the United Kingdom and the wider world by describing routes on a map.</p> <p>To use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world by finding features on a map.</p> <p>RE: To identify what type of celebration Eid ul fitr is, and state the events that are observed during this celebration</p> <p>To compare this celebration to another religious celebration.</p> <p>To explain the Ancient Greek religion and mythology, the twelve Olympians.</p>	<p>To complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p>English: To identify the features of non-chronological reports; plan and write a report on scientific discovery or archaeological findings.</p> <p>Extend the range of sentences using conjunctions expressing time, place and cause.</p> <p>To correctly add the prefix sub- (meaning 'under') and add the prefix super- (meaning 'above').</p> <p>Topic: Students will use the eight compass points to describe routes on a map.</p> <p>Students will use four or six-figure grid references to locate places on a map</p> <p>RE: To research a celebration and explain its importance (Eid ul fitr)</p> <p>To examine the life, symbols and significance of Greek gods and goddesses: <u>Aphrodite and Apollo</u></p> <p>Children will understand that Greek gods had some human characteristics and that they helped the Greeks to explain the world around them.</p> <p>Science: Children will be able to describe the terms evaporation and condensation.</p> <p>Children will be able to use scientific language to explain evaporation and condensation to others.</p>
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	<p>Life, symbols and significance of Greek gods and goddesses</p> <p>Science: Learn about the water cycle and begin to understand the terms evaporation and condensation.</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>French: Greetings and introductions.</p> <p>Music: To perform with awareness of different parts, Bar-line and time signatures</p> <p>PE: Children will be able to pass the ball with accuracy using the inside of the foot. They will also be able to apply and demonstrate the replication of all the skills and rules learned in a game situation.</p> <p>Swimming: Backstroke. Students will understand and begin the backstroke by practicing good leg kicks and flat body position.</p> <p>Arts: To explore the image of Paul Klee's Landscape.</p> <p>African Studies: Students will be able to explain the uses of Adinkra symbols to the Akan people; identify some Adinkra symbols and their meanings.</p> <p>ICT: Children will increase the complexity of their chatbot program.</p>	<p>French: The children will be able to say and recognise numbers in French from 1-31, say when their birthday is and practise the French alphabet.</p> <p>Music: To discover that repeated patterns are often used in music.</p> <p>PE: Children will learn to pass the ball with some level of accuracy.</p> <p>They will learn to apply all techniques acquired to excel in the game, demonstrate and develop their knowledge and understanding of the rules within a game situation.</p> <p>Swimming: Students will begin the backstroke by practicing leg kicks with: -Float on chest -Float on abdomen or thighs -Float on the knees -Hands on thighs with leg kicks -Hands behind the head with leg kicks and -Hands extended behind the head with leg kicks.</p> <p>Arts: Students will be able to review their works where applicable.</p> <p>African Studies: To explore the Adinkra symbols of the Akan people.</p> <p>ICT: Children will join numbers in arithmetic operation, add sound and use the if-then/ if-then-else conditional statement to respond to user input.</p> <p>PSHE: Children will be able to identify examples of hurtful behaviour and the effect our actions have on the feelings of others.</p>
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	<p>PSHE: To identify examples of hurtful behaviour and the effect our actions have on the feelings of others.</p>	
<p>T1, W5</p>	<p>Mathematics: The students will be able to;</p> <p>Describe positions on a 2-D grid as coordinates in the first quadrant.</p> <p>Describe movements between positions as translations of a given unit to the left/right and up/down.</p> <p>English: List Poems and Kennings Children will identify and compare the features of List and Kenning poems and then write a poem in preparation for performance.</p> <p>Grammar includes: Using noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Spelling focus includes: Children will be able to use plural possessive apostrophes with plural words.</p> <p>Topic: To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world by planning a journey (from home to a place of interest) . End of Unit Assessment.</p>	<p>Mathematics: To describe positions on a 2-D grid as coordinates in the first quadrant.</p> <p>To describe movements between positions as translations of a given unit to the left/right and up/down.</p> <p>English: Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>To use plural possessive apostrophes with plural words.</p> <p>To differentiate List poems from Kennings.</p> <p>To write a list or Kenning poems.</p> <p>To perform their poem.</p> <p>Topic: Students will be able to plan a journey using the eight compass points and four or six-figure grid references.</p> <p>End of Unit Assessment</p> <p>RE: Children will be able to research how Christmas is celebrated in some European countries and Nigeria.</p> <p>Science: Children will be able to set up a simple fair test to investigate factors that speed up evaporation</p>

<p>RE: To understand why events are important and why they are celebrated. To express how other people celebrate important events and how they see Christmas being celebrated (in TV, shows and programmes) and what they observe people from other cultures do at Christmas.</p> <p>Science: To ask questions and set up a simple fair test to investigate factors that speed up evaporation. End of Unit Assessment</p> <p>PE: The children will learn how to improve their 75m and 100m sprinting race.</p> <p>Swimming: Backstroke. Students will understand and begin the backstroke by practicing good leg kicks and flat body position.</p> <p>French: Children will be able to identify places in town.</p> <p>Music: Students will invent lyrics to fit set rhythmic patterns and notes on the stave</p> <p>Arts: To Explore the work of Claude Monet</p> <p>African Studies: Students will design a poster or a piece of fabric using Adinkra symbols.</p> <p>ICT: Children will create a questionnaire app.</p> <p>PSHE: To identify examples of good secrets and bad secrets, and when it's right to keep or share a secret.</p>	<p>PE: To be able to sprint over short distances demonstrating this technique (high hips, relaxed neck and shoulders, still head etc.)</p> <p>Swimming: Students will perform arm actions in the backstroke using the following methods: -Demonstration outside of the pool. -Lying on the poolside. -Sculling action of the arms. -Single arm pull with the floater. -Double arm actions with the pull buoy and -Alternating arms with the pull buoy.</p> <p>French: The children will be able to understand different shops and places around town in French.</p> <p>Music: Further exposure to rhythmic patterns based on spoken phrases</p> <p>Arts: Students will learn about Impressionism through studying Water lilies 1905.</p> <p>African Studies: To design an Adinkra poster or a fabric.</p> <p>ICT: Children will learn how to backdrops that will suit the purpose of the app. Children will be able to create a variable to store data. Be able to hide and show a sprite</p> <p>PSHE: Children will be able to identify examples of good secrets and bad secrets, describe when it is right to keep a secret and when it is important to share a secret.</p>
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T1 Wk6	Half-Term	Half-Term
T1, W7	<p>Mathematics: Students will be able to;</p> <p>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>English: Students will be able to write Myths and legends stories. They will read and compare different myths and legends; identify the features and the differences between myths and legends and plan their myth or legend story.</p> <p>Grammar includes: The children will be able to use fronted adverbials in a sentence.</p> <p>Spelling focus includes: The children will be able to correctly spell words with the /s/ sound spelt with 'sc'.</p> <p>Topic: To be able to place the ancient civilization in time.</p> <p>RE: To understand that Greek gods had some human characteristics and that they helped the Greeks to explain the world around them.</p> <p>To be able to understand aspects of Greek everyday life and the types of work done by ordinary Greek Citizens.</p> <p>Science: Students will identify how sounds are made and link to something vibrating.</p>	<p>Mathematics: To collect and organise data and record in a bar chart.</p> <p>To represent data in pictograms, bar charts and time graphs.</p> <p>End of Unit Assessment</p> <p>English: To read and compare different myths and legends.</p> <p>To create a mythical creature/character or setting and plan their own myth or legend.</p> <p>To correctly use fronted adverbials in a sentence.</p> <p>To correctly spell words with the /s/ sound spelt with 'sc'.</p> <p>Topic: To be able to place the ancient civilization in time.</p> <p>RE: To understand the meaning of polytheism and how it manifested in ancient Greece.</p> <p>Science: To identify how sounds are made, associating some of them with something vibrating.</p> <p>French: The children will be able to know the French word for 'a', 'an', 'the' and apply them to nouns.</p> <p>Music: To structure rhythmic patterns based on spoken phrases.</p> <p>PE: To understand the Techniques used: On your Marks: - The foot is placed up to the starting line but not on it.</p>

	<p>French: Nouns and articles.</p> <p>Music: To perform with awareness of different parts and make improvements to their work</p> <p>PE: To be able to perform a standing and semi-crouched sprint start.</p> <p>Swimming: Backstroke. Students will understand and be able to use correct arm actions in the backstroke.</p> <p>Arts: Water lilies: Claude Monet</p> <p>African Studies: Students will identify and state some of the major components of Ancient Mali that made it prosperous.</p> <p>ICT: Children will add more functionality to the questionnaire program.</p> <p>PSHE: To identify tell-tale signs that online images have been digitally altered or faked.</p>	<ul style="list-style-type: none"> - The feet are about shoulder width apart to obtain a good balanced position - The weight is distributed so that about 2/3rds of the weight is on the front foot. Set: - Bend the knees and lean forwards. - Arms synchronised with the legs - in this case right foot forward and left arm forward. - Back, neck and head in line. <p>Swimming: Students will perform arm actions in the backstroke using the following methods:</p> <ul style="list-style-type: none"> -Demonstration of outside the pool -Lying on the poolside -Sculling action of the arms -Single arm pull with the floater -Double arm actions with the pull buoy and -Alternating arms with the pull buoy. <p>Arts: Students will learn to use fine brush and dabs to create impressions rather than exact shapes.</p> <p>African Studies: To compare the location of Mali on the ancient and modern map.</p> <p>ICT: Children will learn how to use sound blocks and work with the if-then-else conditional statements.</p> <p>PSHE: Children will learn how to identify tell-tale signs that online images have been digitally altered or faked.</p>
T1, W8	<p>Mathematics:Children will be able to;</p> <p>Solve problems involving multiplying and adding, including using integer scaling problems and harder</p>	<p>Mathematics:</p> <p>To solve problems involving multiplying and adding, including using integer scaling problems and harder correspondence</p>

<p>correspondence problems such as n objects are connected to m objects.</p> <p>English: Students will be able to write Myths and legends stories. Using features identified last week, the children will be able to write the final drafts of their myth or legend using checklists provided.</p> <p>Grammar includes: To indicate possession by using the possessive apostrophe, including with plurals.</p> <p>Spelling focus includes: The children will be able to correctly use words with a 'soft c' spelt with 'ce'.</p> <p>Topic: To understand aspects of Greek Myths and where we gain this information. To know what a myth is. Children appreciate and recognise the main features of Greek theatre.</p> <p>RE: To locate ancient Greek civilization in time</p> <p>Science: They will recognise that vibrations from sounds travel through a medium to the ear.</p> <p>French: Nouns and articles.</p> <p>Music: The children will be able to identify different ways sounds are used to accompany a song</p> <p>PE: Athletics (Track and Field) Track: 100m, 200m, 400m, 800m, 1200m, 1500m, 3000m, 5000m, 10000m, cross country, hurdles, steeplechase, Marathon, Relay.</p>	<p>problems such as n objects are connected to m objects.</p> <p>English : To read and compare different myths and legends.</p> <p>To indicate possession by using the possessive apostrophe, including with plurals.</p> <p>To Correctly use words with a 'soft c' spelt with 'ce'.</p> <p>To give and receive feedback based on the first draft of their Myth or legend.</p> <p>To transfer their mythical story to a scratch programme.</p> <p>Topic: To understand aspects of Greek Myths and where we gain this information. To know what a myth is.</p> <p>Children appreciate and recognise the main features of Greek theatre.</p> <p>To understand that Ancient Greece was made up of city states.</p> <p>To understand aspects of Greek Myths and where we gain this information. To know what a myth is.</p> <p>RE: To place the ancient civilization in time</p> <p>Science: To recognise that vibrations from sounds travel through a medium to the ear.</p> <p>French: The children will be able to know the French word for 'a', 'an' and 'the'.</p> <p>Music: An Introduction to musical</p>
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	<p>Field: Long Jump, High Jump, Javelin, Shot Put, Triple jump, Hammer throw, Pole vault, Discuss,</p> <p>Swimming: Backstroke; Students will know and be able to demonstrate a complete backstroke for 4 x 12metres.</p> <p>Arts: Introduction to perspective drawing</p> <p>African Studies: Students will recount the legend of Sundiata Keita.</p> <p>ICT: Children will add more functionality to the questionnaire program.</p> <p>PSHE: To define the term 'digital footprint' and how to recognise what is or isn't appropriate to share online.</p>	<p>accompaniment.</p> <p>PE: The children will be able to execute 100m and 200m.</p> <p>Swimming: Students will combine legs and arm action as well good body rotation to make a complete backstroke for 4 x 12metres.</p> <p>Arts: Students will understand the use of horizon lines and vanishing points</p> <p>African Studies: To examine the legend of Sundiata Keita.</p> <p>ICT: Children learn how to edit backdrops and add the switch costume and backdrop blocks to the program.</p> <p>PSHE: Children will be able to define the term 'digital footprint' in their own words and how to recognise what is or isn't appropriate to share online.</p>
T1, W9	<p>Mathematics: The students will be able to;</p> <p>Solve problems involving multiplying and adding, including, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p> <p>English: Students will be able to write Personal Recounts.</p> <p>Grammar includes: To use appropriate punctuation after fronted adverbials.</p>	<p>Mathematics: To solve problems involving multiplying and adding, including integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p> <p>English: To listen to and discuss a wide range of non fiction. (Reading Comprehension)</p> <p>To use appropriate punctuation after fronted adverbials.</p>

	<p>Spelling focus includes: The children will be able to correctly spell words with a 'soft c' spelt with 'ci'</p> <p>Topic: To understand what is meant by democracy.</p> <p>RE: To understand some of the ideas of people living in Athens and Sparta</p> <p>Science: Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>French: Nouns and articles.</p> <p>Music: The children will be able to identify melodic phrases and play them by ear and understand the treble (G) clef</p> <p>PE: Athletics (Track and Field) Track: 100m, 200m, 400m.</p> <p>Swimming: Backstroke; Students will know and be able to demonstrate a complete backstroke for 4 x 12metres.</p> <p>Art: Urban Perspective</p> <p>African Studies: Students will evaluate the authenticity of stories told by griots about Sundiata Keita.</p> <p>ICT: Children will create a program in Scratch.</p>	<p>To begin to plan a personal recount in the first person, about a fear or phobia.</p> <p>To edit and improve my recount draft using the correct features and checklist.</p> <p>To publish my recount.</p> <p>To correctly spell words with a 'soft c' spelt with 'ci'</p> <p>Topic: To understand what is meant by democracy.</p> <p>RE: To understand some of the ideas of people living in Athens and Sparta</p> <p>Science: To find patterns between the pitch of a sound and features of the object that produced it.</p> <p>French: The children will be able to know the French word for 'a' 'an' and 'the' and also learn how to apply them to nouns</p> <p>Music: To explore melodic phrases</p> <p>PE: The children will be able to execute 200m and 400m.</p> <p>Swimming: Students will combine legs and arm action as well good body rotation to make a complete backstroke for 4 x 12metres.</p> <p>Art: Students will be able to use wax crayons to explore the Garrowby hill painting understanding the use of foreground, background and midground. -To understand the qualities and the effects of a range of painting media.</p>
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	<p>PSHE: To identify examples of different types of communities and what it means to live in, and belong to one.</p>	<p>-To use painting techniques for different purposes.</p> <p>African Studies: To evaluate the importance of griots to the history of Mali.</p> <p>ICT: Children learn how to add sound effects appropriately to a program, create variables, use the if-then-else statement.</p> <p>PSHE: Children will be able to identify examples of different types of communities and what it means to live in, and belong to one.</p>
T1, W10	<p>Mathematics: The students will be able to; Estimate, compare and calculate as well as convert between units of mass (kg/g) and volume/capacity (l/ml).</p> <p>English: Students will be able to write Newspapers Reports.</p> <p>Grammar includes: To use paragraphs to organise ideas around a theme.</p> <p>Spelling focus includes: Words with a 'soft c' spelt with 'ci'</p> <p>Handwriting: Reinforce the use of diagonal and horizontal strokes that are needed to join letters and understand which letters.</p> <p>Topic: To infer information about Greek wars and warfare from illustrations and artefact photographs.</p> <p>To study armour and warships.</p>	<p>Mathematics : To estimate, compare and calculate as well as convert between units of mass (kg/g) and volume/capacity (l/ml).</p> <p>English : - To read texts that are structured in different ways (non fiction).</p> <p>To identify how language, structure, and presentation contribute to meaning.</p> <p>To identify the features of a newspaper report.</p> <p>To plan and write their first draft of a newspaper report.</p> <p>Topic: To infer information about Greek wars and warfare from illustrations and artefact photographs.</p> <p>To study armour and warships.</p> <p>RE: To understand that Greek gods had some human characteristics and that they helped the Greeks to explain the world around them.</p>

	<p>RE: To examine the life, symbols and significance of Greek gods and goddesses: Aphrodite and Apollo</p> <p>Science: To find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>French: The children will learn about different outdoor sports in French.</p> <p>Music: Students will learn a song and sing it together and identify melodic phrases</p> <p>PE: Athletics (Track and Field) Track: 100m, 200m, 400m,</p> <p>Swimming: Breaststroke; students will know and be able to demonstrate good breaststroke leg kicks, body position as well as correct breathing.</p> <p>Arts: Landscape perspective in the style of Seurat.</p> <p>African Studies: Students will recount the legend of Mansa Musa and his contributions toward the Mali Empire.</p> <p>ICT: Children will add more functionality to the game program.</p> <p>PSHE: To define racism and identify examples of racism.</p>	<p>Science: Find patterns between the volume of a sound and the strength of the vibrations that produced it. Mid-Topic Assessment</p> <p>French: The children will be able to talk about sports in French.</p> <p>Music: To explore melodic phrases</p> <p>PE: The children will be able to execute the 200m and 400m.</p> <p>Swimming: Breaststroke; students will know and be able to demonstrate good breaststroke leg kicks, body position as well as correct breathing.</p> <p>Arts: Students will be able to create and show a developing understanding of perspectives when painting landscapes using pointillism.</p> <p>African Studies: To analyse the legend of Mansa Musa and reasons for Mali's prominence.</p> <p>ICT: Students create more complex sequences of instructions for the Scratch game.</p> <p>PSHE: Children will be able to define racism, identify some examples and the impact of racism on individuals and wider society.</p>
T1, W 11	<p>Mathematics : Students will be able to;</p> <p>Plot specified points and draw sides to complete a given polygon and</p>	<p>Mathematics :</p> <p>To plot specified points and draw sides to complete a given polygon and draw a pair of axes in one quadrant, with equal scales and integer labels.</p>

<p>draw a pair of axes in one quadrant, with equal scales and integer labels.</p> <p>Identify lines of symmetry in 2-D shapes presented in different orientations.</p> <p>Complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p>English: Students will be able to write Newspapers Reports.</p> <p>Grammar includes:</p> <p>The children will be able to use simple organisational devices [for example, headings and subheadings]</p> <p>Spelling focus includes: The children will be able to correctly spell words with a 'soft c' spelt with 'ce'.</p> <p>Handwriting: Reinforce the use of diagonal and horizontal strokes that are needed to join letters and understand which letters.</p> <p>Handwriting: Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant).</p> <p>Topic: To look at the main events and characters of a key battle.</p> <p>To know that a battle may be interpreted in different ways and why this is so.</p>	<p>To identify lines of symmetry in 2-D shapes presented in different orientations.</p> <p>To complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p>English : To read texts that are structured in different ways (non fiction).</p> <p>To continue to identify how language, structure, and presentation contribute to meaning.</p> <p>To correctly spell words with a 'soft c' spelt with 'ce'.</p> <p>To use simple organisational devices [for example, headings and subheadings]</p> <p>Topic: To look at the main events and characters of a key battle.</p> <p>To know that a battle may be interpreted in different ways and why this is so.</p> <p>To understand how modern events have connections with the past</p> <p>RE: To examine the life, symbols and significance of Greek gods and goddesses: <u>Aretmis and Ares.</u></p> <p>Science: Investigate sound-proofing materials by planning and conducting a fair test.</p> <p>To consider all the variables and how to record the results.</p> <p>French: At the end of the lesson children</p>
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<p>To understand how modern events have connections with the past.</p> <p>RE: Children will understand that Greek gods had some human characteristics and that they helped the Greeks to explain the world around them.</p> <p>Science: To investigate sound-proofing materials by planning and conducting a fair test, considering all the variables and how to record the results. (Week beginning on the 28th Group task: Experiment and Independent task End of Unit)</p> <p>French: The children will be able to express the idea of possession using mon ma and mes to mean 'My'.</p> <p>Music: Students will identify and play repeated rhythmic patterns, and be introduced to the bass (F) clef</p> <p>PE: Field: Long Jump, High Jump, Javelin, Shot Put, Triple jump, Hammer throw, Pole vault, Discuss.</p> <p>Swimming: Breaststroke; students will understand and be able to demonstrate correct arm actions in the breaststroke as well as swim complete stroke with face in water for short distance.</p> <p>Arts: Landscape perspective in the style of Seurat.</p> <p>African Studies: Students will be able to outline the major trade routes and other important infrastructures in Timbuktu.</p>	<p>should understand and use the French possessive adjectives accurately.</p> <p>Music: To explore melodic phrases using the bass clef.</p> <p>PE: The children would be able to the shot put throw using the appropriate technique</p> <p>Swimming: Students will further learn how to swim the breaststroke by:</p> <ol style="list-style-type: none"> I. Demonstrating the arms action on the land II. Sculling practice with the arms III. Practising the arm movement with the pull buoy in between the legs IV. Combining the legs and arms actions as well as good body position to make a complete breaststroke without breathing for a short distance. <p>Arts: Students will be able to create and show a developing understanding of perspectives when painting landscapes using pointillism.</p> <p>African Studies: To examine the importance of Timbuktu to Mali.</p> <p>ICT: Children will learn to combine variables and loops to create a timer for their program.</p> <p>PSHE: Children will be able to define prejudice and discrimination and identify different types of discrimination.</p>
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	<p>ICT: Children will add more functionality to the game program.</p> <p>PSHE: To define prejudice and discrimination and identify different types of discrimination.</p>	
T1, W 12	<p>Mathematics : Students will be able to;</p> <p>Estimate, compare and calculate different measures, including money in pounds and pence.</p> <p>Use word problems for reinforcement.</p> <p>English: Students will be able to write Narrative poems.</p> <p>Grammar includes: To identify how language, structure, and presentation contribute to meaning.</p> <p>Spelling focus includes: Word families based on common words, showing how words are related in form and meaning.</p> <p>Handwriting:Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant).</p> <p>Topic: To be able to deduce information about Greek beliefs and religious practices from pictures of buildings and pottery.</p>	<p>Mathematics : To estimate, compare and calculate different measures, including money in pounds and pence.</p> <p>To use word problems for reinforcement.</p> <p>English : To read texts that are structured in poetry.</p> <p>To identify how language, structure, and presentation contribute to meaning.</p> <p>To learn about the features of Narrative Poems.</p> <p>To write the first draft of a narrative poem.</p> <p>Topic: To be able to deduce information about Greek beliefs and religious practices from pictures of buildings and pottery.</p> <p>To learn about the beliefs of Ancient Greeks.</p> <p>Science: Students will understand the behaviour of particles in the different states and use a thermometer to observe temperature changes of water.</p> <p>French: At the of the lesson children should understand indoor sports.</p> <p>Music: Investigate sound-proofing materials by planning and conducting a fair test.</p>

	<p>To learn about the beliefs of Ancient Greeks.</p> <p>Science: To investigate sound-proofing materials by planning and conducting a fair test, considering all the variables and how to record the results.</p> <p>French: The children will have to know and understand indoor sports in French.</p> <p>Music: Students will be able identify melodic phrases, play them by ear and recognise how music can reflect different intentions, performed in different ways, exploring the way the performers. They will also familiarise with the bass (F) clef</p> <p>PE: Athletics (Track and Field) Track: 400m, Relay/ Long Jump</p> <p>Swimming: Students will know and be able to swim complete breaststroke and breathing every stroke for a distance of 25metres.</p> <p>Arts: Students will critically review and work on their projects based on feedback.</p> <p>African Studies: Students will be assessed on all they have learnt so far.</p> <p>ICT: Children will add more functionality and complexity to the game program.</p>	<p>PE: To be able to perform/execute a good relay baton exchange and a good jump.</p> <p>Swimming: Students will learn to swim complete breaststroke by combining legs and arms actions as well as horizontal body position and breathing for 25metres.</p> <p>Arts: Students will critically review and work on their projects based on feedback.</p> <p>African Studies: To review our learning on the ancient Mali empire.</p> <p>ICT: Children will use conditional statements to add functionality to the game</p>
T1, W 13	<p>Mathematics : Children will review topics covered this term.</p>	<p>Mathematics : Children will review topics covered this term.</p>

<p>English: Students will be able to perform their Narrative Poems.</p> <p>Grammar includes: To review topics covered this term.</p> <p>Spelling focus includes: Statutory Spellings Challenge Words</p> <p>Handwriting: Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant).</p> <p>Topic: To design and make masks and headdresses.</p> <p>Science: To explore and identify the way sound is made through vibration in a range of musical instruments.</p> <p>French: Review and Assessment</p> <p>Music: Students will be able identify melodic phrases, play them by ear and recognise how music can reflect different intentions, performed in different ways, exploring the way the performers. They will also familiarise with the bass (F) clef.</p> <p>PE: Athletics (Track and Field) Track: 400m, Relay/ Long Jump</p> <p>Swimming: Students will understand and be able to swim complete breaststroke for 50m with improved form.</p> <p>Arts: Students will critically review and work on their projects based on feedback.</p>	<p>English: Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>To review topics covered this term.</p> <p>Respond to others appropriately, taking into account what they say</p> <p>Topic: Students will be able to appreciate the importance of masks, headdresses and face paint to tribal people.</p> <p>Science: Explore and identify the way sound is made through vibration in a range of musical instruments.</p> <p>French: Review and Assessment</p> <p>Music: To explore melodic phrases, consider their intended effect, and expressively use musical elements.</p> <p>PE: To be able to perform/execute a good relay baton exchange and a good jump</p> <p>Swimming: Students will further learn how to swim complete breaststroke using the method 'pull and breathe, kick and glide' for 50m.</p> <p>Arts: Students will critically review and work on their projects based on feedback.</p> <p>African Studies: Review learning this term.</p> <p>ICT: Children will use all they have learnt to add their own creativity to the program.</p>
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African Studies: Review learning this term.

ICT: Children will explore adding more flexibility and creativity to the game