The Roman Empire				
Value		Aspire		
No Outsiders		Dogs Don't Do Ballet – To know when to be assertive.		
Educational Visits and Enrichment Experiences		Delamere Residential		
Subject	**Delamere Residential**	**National Curriculum Objective**	**Knowledge**	**Skills**
English	1 2 Tanka poetry	To be able to recognise some different forms of poetry. To be able to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To be able to write by composing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structure.	To know what Tanka poetry is. To know the structure of a Tanka poem. To know what syllables are.	To write lines with the correct number of syllables. To write a Tanka poem.
	3 4 5 Historical Fiction	To discuss words and phrases that capture the reader's interest and imagination. To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To identifying how language, structure, and presentation contribute to meaning. To use fronted adverbials. To use commas after fronted adverbials. To be able to use conjunctions, adverbs and prepositions to express time and cause. Use and punctuate direct speech. **Plan their writing by:** Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discussing and recording ideas. **Draft and write by:** Organising paragraphs around a theme. In narratives, creating settings, characters and plot. **Evaluate and edit by:** Assessing the effectiveness of their own and others' writing and suggesting improvements. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof-read for spelling and punctuation errors.	To know a varied and rich vocabulary. To know how to use paragraphs to sequence more extended narrative structures. To know how to use expanded noun phrases. To know how to use fronted adverbials to vary sentence structure. To know how to use commas after fronted adverbials. To know the standard English forms for verb inflections. To understand how to use plural and possessive s correctly. To know how to use inverted commas and other speech punctuation.	To use a varied and rich vocabulary. To use paragraphs to sequence more extended narrative structures. To use expanded noun phrases. To use fronted adverbials to vary sentence structure. To use commas after fronted adverbials. To use standard English forms for verb inflections. To use plural and possessive s correctly. To use inverted commas and other speech punctuation.
	6 7 Newspaper Recount	To use fronted adverbials. To use commas after fronted adverbials. To be able to use conjunctions, adverbs and prepositions to express time and cause. Use and punctuate direct speech. **Plan their writing by:** Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discussing and recording ideas. **Draft and write by:** Organising paragraphs around a theme.	To know what topic vocabulary is. To know how to use paragraphs to sequence more extended narrative structures. To know how to use expanded noun phrases. To know how to use fronted adverbials to vary sentence structure. To know how to use commas after fronted adverbials.	Use topic or theme specific vocabulary. Use paragraphs to sequence more extended narrative structures. Use expanded noun phrases (modifying adjectives, nouns and preposition phrases). Use fronted adverbials to vary sentence structure. Use commas after fronted adverbials.

			In narratives, creating settings, characters and plot. In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. **Evaluate and edit by:** Assessing the effectiveness of their own and others' writing and suggesting improvements. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof-read for spelling and punctuation errors.	To know how to use inverted commas and other speech punctuation. To know what past progressive tense is and how to use it. To know what present perfect tense is and how to use it. To know the features of a newspaper report.	Be consistent with the use of past tense including past progressive. Begin to use present perfect tense for diary. Use inverted commas and other speech punctuation in news reports.
SPaG / Phonics	1		Use further prefixes and suffixes and understand how to add them.	To know how suffixes change words.	To use and spell words containing prefixes and suffixes.
	2		Use further prefixes and suffixes and understand how to add them.	To know how prefixes changes words.	To use and spell words containing prefixes and suffixes.
	3		Spell words that are often misspelt.	To know how to spell words from the Year 3 and 4 spelling lists.	To spell words from the Year3 and 4 lists correctly.
	4		Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].	To know where apostrophes go. To know the difference between a missing letter apostrophe and a possessive apostrophe.	To use apostrophes correctly in my writing.
	5		Spell words that are often misspelt.	To know when to double consonants.	To double consonants when appropriate.
	6		Proof-read for spelling and punctuation errors.	To know how to self-correct. To know how to improve my writing.	To self-correct and improve my work.
	7		Spell words that are often misspelt.	To know how to spell words from the Year 3 and 4 spelling lists.	To spell words from the Year3 and 4 lists correctly.
Guided Reading	Weekly		To apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet. To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. To develop positive attitudes to reading and understanding of what they read. To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To read books that are structured in different ways and read for a range of purposes. To use dictionaries to check the meaning of words that they have read. To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. To identify themes and conventions in a wide range of books. To prepare poems and play scripts to read aloud and to	• 2a give / explain the meaning of words in context • 2b retrieve and record information / identify key details from fiction and non-fiction • 2c summarise main ideas from more than one paragraph • 2d make inferences from the text / explain and justify inferences with evidence from the text • 2e predict what might happen from details stated and implied • 2f identify / explain how information / narrative content is related and contributes to meaning as a whole • 2g identify / explain how meaning is enhanced through choice of words and phrases • 2h make comparisons within the text CD: A, B, C, D, E GR: Every other week will focus with other CD (Retrieval/ inference)	

		perform, showing understanding through intonation, tone, volume and action. To discuss words and phrases that capture the reader's interest and imagination. To recognise some different forms of poetry [for example, free verse, narrative poetry]. To understand what they read, in books they can read independently. To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To ask questions to improve their understanding of a text. To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. To predict what might happen from details stated and implied. To identify main ideas drawn from more than one paragraph and summarise these. To identify how language, structure, and presentation contribute to meaning. To retrieve and record information from non-fiction. To participate in discussions about both books that are read to them and those they can read for themselves, take turns and listen to what others say.	WCR/ Follow up: Other CD **See additional planning.	
Maths	1 2 3 Place Value	To identify, represent and estimate numbers using different representations. To count in multiples of 6, 7, 9, 25 and 1000. To recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). To order and compare numbers beyond 1000. To round any number to the nearest 10, 100 or 1000. To read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.	To know how to represent four-digit numbers using different representations. Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones). To know how to round any number to the nearest 10, 100 and 1000. Know what a multiple is and identify multiples of 6, 7, 9, 25 and 1000. To know how to order and compare numbers beyond 1000. To understand negative numbers. To recognise Roman Numerals (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.	To identify, represent and estimate numbers using different representations. Count in multiples of 6, 7, 9. 25 and 1000. To recognise the value of each digit in a four-digit number. Order and compare numbers beyond 1000. Round any number to the nearest 10, 100 or 1000. Read Roman numerals to 100 (I to C). Solve number and practical problems that involve all of the above and with increasingly large positive numbers.
	4 5 Place Value	To identify, represent and estimate numbers using different representations. To count in multiples of 6, 7, 9, 25 and 1000. To find 1000 more or less than a given number. To count backwards through zero to include negative numbers. To order and compare numbers beyond 1000. To round any number to the nearest 10, 100 or 1000. To solve number and practical problems that involve all of the above and with increasingly large positive numbers. To interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.	To know how to identify, represent and estimate numbers using different representations. To know how to count in multiples of 6, 7, 9, 25 and 1000. To know how to find 1000 more or less than a given number. To know how to count backwards through zero to include negative numbers. To know how to order and compare numbers beyond 1000. To know how to round any number to the nearest 10, 100	Identify, represent and estimate numbers using different representations. Count in multiples of 6, 7, 9, 25 and 1000. Find 1000 more or less than a given number. Count backwards through zero to include negative numbers. Order and compare numbers beyond 1000. Round any number to the nearest 10, 100 or 1000.

			or 1000. To know how to solve number and practical problems that involve all of the above and with increasingly large positive numbers. To know how to interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.	Solve number and practical problems that involve all of the above and with increasingly large positive numbers. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
	6 7 Addition and Subtraction	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.	Know how to add and subtract numbers up to 4 digits using the formal written method where appropriate. Know a variety of methods for different calculations.	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. To identify and use the most effective method based on the calculation.
Science	1-7	Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.	To describe the simple functions of the basic parts of the digestive system in humans.	To explain how the digestive system works.
			To name and describe the functions of the main parts of the digestive system.	To explain how the digestive system works.
			To name and describe the functions of the main parts of the digestive system.	To explain how the digestive system works.
			To identify the different types of teeth in humans and their simple functions.	To compare the different type of teeth in humans and their roles with teeth from other animals. To ask relevant questions and use different types of scientific enquiries to answer them.
			To describe a food chain identifying producers, predators and prey.	To construct a food chain including producers, predators and prey.
RE	1	Cheshire Scheme - Judaism	To recognise aspects of Jewish family life.	I can make links between the beliefs of different religious groups. I can explain religious beliefs using a range of vocabulary used by believers and suggest what they mean.
	2	Cheshire Scheme - Judaism	Explain the importance of the Covenant for Jews. To relate aspects of Jewish family life to the beliefs contained behind them.	I can make links between the beliefs of different religious groups. I can describe and compare practise and experiences that are involved in belonging to different religious groups. I can explain religious beliefs using a range of vocabulary used by believers and suggest what

				they mean. I can discuss moral decisions I and other people make. I can suggest what might happen as a result of different decisions, including those made with reference to religious beliefs and values.
	3	Cheshire Scheme - Judaism	Explain how Jews worship and explore how this relates to Jewish beliefs. To relate aspects of Jewish family life to the beliefs contained behind them.	I can make links between the beliefs of different religious groups. I can describe and compare practise and experiences that are involved in belonging to different religious groups. I can explain religious beliefs using a range of vocabulary used by believers and suggest what they mean.
	4	Cheshire Scheme - Judaism	To relate aspects of Jewish family life to the beliefs contained behind them.	I can describe and compare practise and experiences that are involved in belonging to different religious groups. I can explain religious beliefs using a range of vocabulary used by believers and suggest what they mean. I can make links between the beliefs of different religious groups.
	5	Cheshire Scheme - Judaism	Evaluate why Pesach is important to Jews as an act of commemoration.	I can make links between the beliefs of different religious groups. I can describe and compare practise and experiences that are involved in belonging to different religious groups. I can explain religious beliefs using a range of vocabulary used by believers and suggest what they mean.
	6	Cheshire Scheme - Judaism	Explain how Jews worship and explore how this relates to Jewish belief. To relate aspects of Jewish family life to the beliefs contained behind them.	I can make links between the beliefs of different religious groups. I can describe and compare practise and experiences that are involved in belonging to different religious groups. I can explain religious beliefs using a range of vocabulary used by believers and suggest what they mean I can discuss moral decisions I and other people make.
	7	Cheshire Scheme - Judaism	Explain how Jews worship and explore how this relates to Jewish belief. To relate aspects of Jewish family life to the beliefs	I can make links between the beliefs of different religious groups. I can describe and compare practise and experiences

					that are involved in belonging to different religious groups. I can explain religious beliefs using a range of vocabulary used by believers and suggest what they mean.
PE	1	**Gymnastics** Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. **Hockey** Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.		**Gymnastics** Pupils will be able to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus. Pupils will demonstrate an understanding of the concept of flow and apply this to their developing sequences. Pupils will confidently demonstrate self-belief and courage as they create their own sequences and challenge themselves to try a range of movement and balances. **Hockey** Pupils will be able to apply a secure understanding of passing, moving and dribbling and develop their skills of blocking and tackling, to prevent attacks. Pupils will demonstrate a growing understanding of the difference between attack and defence as well as when, where and why we execute certain skills. Pupils will develop life skills such as trust and cooperation as they collaborate with others and apply the rules of the game. Pupils will continue to develop and apply life skills such as resilience and self-motivation as they strive to improve their own performance and understanding.	**Gymnastics** Can perform a bridge. **Hockey** Refine dribbling and passing.
	2				**Gymnastics** Application of bridge learning onto apparatus. **Hockey** Refine dribbling and passing.
	3				**Gymnastics** Application of bridge learning onto apparatus. **Hockey** Develop shooting; combine passing and dribbling to create shooting opportunities.
	4				**Gymnastics** Develop sequences with bridges. Sequence formation. Sequence completion. **Hockey** Develop passing and dribbling creating space for attacking opportunities.
	5				**Gymnastics** Develop sequences with bridges. Sequence formation. Sequence completion. **Hockey** Develop passing and dribbling creating space for

				attacking opportunities.
	6			**Gymnastics** Develop sequences with bridges. Sequence formation. Sequence completion. **Hockey** Develop passing and dribbling creating space for attacking opportunities. Introduce defending; blocking and tackling.
	7			**Gymnastics** Develop sequences with bridges. Sequence formation. Sequence completion. **Hockey** Develop passing and dribbling creating space for attacking opportunities. Introduce defending; blocking and tackling.
Geography and History	1	**History** The Roman Empire and its impact on Britain. **Geography** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. (RECAP SO THE CHILDREN KNOW WHERE ROME IS)	To understand where the Roman Empire began.	Use terms related to the period and begin to date events.
	2	**History** The Roman Empire and its impact on Britain.	To know where the Roman invasion happened in Britain. To know when the Roman invasion happened in Britain. To know how long the Roman Empire occupied Britain. To know the key reasons why the Roman Empire invaded Britain.	Use evidence to build up a picture of a past event. Place events from period studied on a time line.
	3	**History** The Roman Empire and its impact on Britain.	To explain the Roman hierarchy To know some features of the army. To explain the achievements of the Roman army.	Recall, select and organise historical information. Communicate their knowledge and understanding.
	4	**History**	To recall some aspects of ways of life.	Choose relevant material to present a picture of one aspect of life in time past.

		The Roman Empire and its impact on Britain.			
	5	**History** The Roman Empire and its impact on Britain.	To name some of the Roman Gods – Jupiter, Neptune, Venus, Minerva.	Recall, select and organise historical information. Communicate their knowledge and understanding.	
	6	**History** The Roman Empire and its impact on Britain.	To know what impact the Romans had on today's world – baths, hypocaust, roads, aqueducts, heating. To recall some sporting events from this time. To know what impact the Romans had locally – Chester, Cheshire (wich).	Use evidence to build up a picture of a past event. Ask a variety of questions.	
	7	**History** The Roman Empire and its impact on Britain.	To know who Julius Caesar was and the impact he had.	Recall, select and organise historical information. Communicate their knowledge and understanding.	
Art and Design (1 full afternoon fortnightly)	2	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history	Collage – To know and explain how to use a variety of techniques. To name the tools and materials they have used.	Collage – Use a range of media to create a textured collage. Match the tool to the material..	
	4		Collage – To know what overlapping and layering are and how these can be used. To know how to use visual information as a starting point for their artwork.	Collage – Choose collage as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary	
	6		Sewing – To know how to cut and join fabric.	Sewing – Use different grades and uses of threads and needles.	
	8		Sewing – To know what straight stitch	Sewing – Use different grades and uses of threads and needles.	
Design Technology	Day 1	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	To be able to generate ideas and write the purposes for my designs. To know that making labelled drawings from different views, sharing specific features and details are part of the planning process. To have an awareness of alternative methods. To know the appropriate tools and techniques to make my product. To know how to measure, mark out, cut and shape a range of materials, tools and a range of techniques. To know how to join and	Generate ideas, considering the purposes for which they are designing. Make labelled drawings from different views showing specific features. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail. Select appropriate tools and techniques for making their product. Measure, mark out, cut and	

				combine materials in temporary and permanent ways.	shape a range of materials, using appropriate tools, equipment and techniques. Join and combine materials and components accurately in temporary and permanent ways. Sew using a range of different stitches, weave and knit. Measure, tape or pin, cut and join fabric with some accuracy.
		Day 2	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world. Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].	To know how to evaluate products and identify criteria that can be used for my own design. To know how to measure, mark out, cut and shape a range of materials, tools and a range of techniques. To know how to join and combine materials in temporary and permanent ways. To name a range of stitches in my product. To know how to evaluate my product against a design criteria. To know how to evaluate during and at the end of the process. To know how to plan and carry out appropriate tests to evaluate my product.	Select appropriate tools and techniques for making their product. Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. Join and combine materials and components accurately in temporary and permanent ways. Sew using a range of different stitches, weave and knit. Measure, tape or pin, cut and join fabric with some accuracy. Evaluate products and identify criteria that can be used for their own designs. Evaluate their work both during and at the end of the assignment. Evaluate their products carrying out appropriate tests.

PSHE	1 2 3	1 Decision – Computer Safety	Know the positive and negatives of using computers and being online. The importance of permission-seeking and giving in relationships with friends, peers and adults. Know how to ask for help. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. How to report concerns or abuse, and the vocabulary and confidence needed to do so. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	Be able to identify cyberbullying and its consequences. Be able to develop coping strategies to use if we or someone we know is being bullied online.
	4 5 6 7	1 Decision - Keeping safe and staying safe	Know what we need to keep safe from. Know how to keep safe when riding a bike. Know possible dangers when riding a bike. Know who can help if someone has an accident when riding their bike.	Be able to identify strategies to keep ourselves and others safe. Be able to identify a risky choice.
Music	1 2 3 4 5 6 7	Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.	To understand some formal, written notation which includes crotchets, minims and paired quavers and their equivalent rests on a stave. To know the pulse and beat of a piece of music. To know the difference between a fast, steady and slow tempo using appropriate vocabulary. To pitch the voice correctly when singing songs. To sing a range of unison songs. that have different simple time,	To copy increasingly challenging rhythms using body percussion and untuned instruments. To perform with an understanding of simple time, time signatures. To move in time with a beat recognising the accentuated first beat of the bar. To begin to recognise by ear and notation: minims, crotchets, quavers and their

				time signatures.	rests. To find the pulse and demonstrate the beat, identifying the first beat of the bar in simple time. To identify the difference between a fast, steady and slow tempo using appropriate vocabulary.
Computing Online Safety Coding	1 2	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; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	To understand how children can protect themselves from online identity theft. To understand that information put online leaves a digital footprint or trail and that this can aid identity theft.	Use technology safely, respectfully and responsibly. Identify a range of ways to report a concern about content and contact. Recognise acceptable and unacceptable behaviour online. Recognise what personal information is. Explain how to keep their personal information safe across a range of services.
	3	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; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism.	Use technology safely, respectfully and responsibly. Identify a range of ways to report a concern about content and contact. Recognise acceptable and unacceptable behaviour online. Recognise what personal information is. Explain how to keep their personal information safe across a range of services.
	4	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; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	To identify appropriate behaviour when participating or contributing to collaborative online projects for learning.	Use technology safely, respectfully and responsibly. Identify a range of ways to report a concern about content and contact. Recognise acceptable and unacceptable behaviour online. Recognise what personal information is. Explain how to keep their personal information safe across a range of services
	5	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; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	To select an appropriate website from search results and begin to consider if the content is reliable.	Use technology safely, respectfully and responsibly. Identify a range of ways to report a concern about content and contact. Recognise acceptable and unacceptable behaviour

					online. Recognise what personal information is. Explain how to keep their personal information safe across a range of services.
	6	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; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	To identify the positive and negative influences of technology on health and the environment. To understand the importance of balancing game and screen time with other parts of their lives.		Use technology safely, respectfully and responsibly. Identify a range of ways to report a concern about content and contact. Recognise acceptable and unacceptable behaviour online. Recognise what personal information is. Explain how to keep their personal information safe across a range of services.
	7	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. 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 and correct errors in algorithms and programs.	To know coding vocabulary. To know what decomposition and abstraction are in computer science.		Design and write programs that accomplish specific goals.
MFL	Weeks 1 – 7	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. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences. Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language. Describe people, places, things and actions orally and in writing. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	To revisit language learned in Year 3, especially revisiting numbers 0-31. To learn names for colours and relate them to classroom objects.		**Listening**: Pupils listen to and identify words and short phrases. Pupils sort words according to sounds. Pupils recognise categories of words (e.g. colours). Pupils communicate by answering a range of questions. **Speaking**: Pupils use question forms. Pupils use phonic knowledge to support accurate pronunciation and to say simple words and phrases. **Reading**: Pupils read and understand familiar words and short written phrases. Pupils follow a short text while listening and reading, saying some of the text. Pupils read a wider range of words, phrases and some

				simple sentences aloud, (to a partner/small group). Pupils recognise and apply simple agreements (e.g. gender, plural, singular). Pupils recognise categories of words (e.g. colours) and word classes. **Writing**: Pupils write some familiar words and phrases (noun & gender and adjectives) using a writing frame. Pupils copying simple structures. Pupils use question forms.