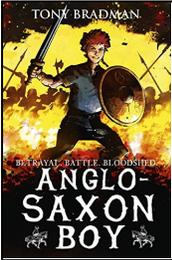
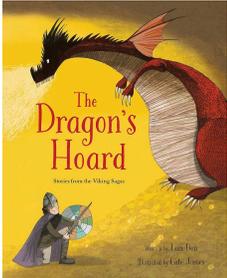
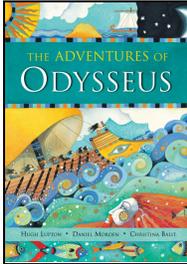


**Year 4 Curriculum Overview  
2025-26**

Autumn Term		Spring Term		Summer Term	
Global theme(s): Identity and diversity  Focus: Peace and Conflict		Global theme(s): Sustainable Development  Focus: Natural Disasters and Fairtrade		Global theme(s): Power and Governance  Focus: Life in Ancient Greece	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme: Anglo-Saxons	Theme: Vikings	Theme: Natural Disasters	Theme: Fairtrade	Theme: Ancient Greece	Theme: Rivers
Core texts	Core text	Core text	Core text	Core text	Core text
					

<p><b>Curriculum overview</b></p> <p>This topic will focus on settlements. We will study the history behind settlements, travelling back to the Anglo-Saxon times.. We will consider the reasons behind settlements and the challenges faced by different groups of people. We will discuss how past settlements have affected our modern day groups.</p>	<p><b>Curriculum overview</b></p> <p>This topic will focus on conflict and power struggles in Viking age Britain. We will travel back to the time of the Viking invasion in Britain, and consider the reasons for their arrival and how easily they managed to integrate into Anglo-Saxon society.</p>	<p><b>Curriculum overview</b></p> <p>We will begin by exploring extreme weather events and locations from around the world with a focus on the physical geography of our planet. Over the term, the children will learn about how these extremities affect human geography.</p>	<p><b>Curriculum overview</b></p> <p>This topic focuses on Fairtrade products and where, as humans, our responsibilities lie. The children will consider how people working around the world should be treated and begin to justify their reasons behind their thoughts.</p>	<p><b>Curriculum overview</b></p> <p>In this topic, we will focus on the lifestyle and culture of the Ancient Greek civilisation. We will consider significant aspects of their lives which can be seen today such as the Olympics, myths and designs.</p>	
<p><b>Diversity, Community &amp; Global Project Outcome</b></p>	<p><b>Diversity, Community &amp; Global Project Outcome</b></p> <p>To write and share inspirational speeches with a significant body of stakeholders (e.g. Governors)</p> <p>To create a Viking long ship using DT skills.</p>	<p><b>Diversity, Community &amp; Global Project Outcome</b></p> <p>To make a connection with a school in Nepal.</p>	<p><b>Diversity, Community &amp; Global Project Outcome</b></p> <p>To write to a non-Fairtrade brand to persuade them on the importance of using Fairtrade supplies.</p>	<p><b>Diversity, Community &amp; Global Project Outcome</b></p> <p>To hold our own Olympic Games</p>	
<p><b>English</b></p>					
<p><b>Writing outcomes</b></p> <p>Narrative - Character descriptions</p> <p>Narrative - Setting descriptions</p> <p>Persuasive speeches</p>	<p><b>Writing outcomes</b></p> <p>Narrative (poetry)</p> <p>Narrative (persuasive writing)</p> <p>Critique from two viewpoints</p> <p>Magazine article</p>	<p><b>Writing outcomes</b></p> <p>Non-chronological report</p> <p>Narrative entries - Diary entries</p> <p>Narrative - Action scenes and dialogue</p> <p>Narrative (poetry)</p>	<p><b>Writing outcomes</b></p> <p>Explanation texts</p> <p>Narrative (persuasive writing)</p>	<p><b>Writing outcomes</b></p> <p>Narrative (story)</p> <p>Poetry - Greece</p>	<p><b>Writing outcomes</b></p> <p>Podcast writing/recording</p> <p>Letter - Ponteland</p>

<p><b>Grammar, punctuation and spelling</b></p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>understanding the grammatical difference between plural and possessive –s</p> <p>indicating possession by using the possessive apostrophe with plural nouns (introducing plural nouns and considering possession with singular)</p> <p>using and punctuating direct speech</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (introducing pronouns and exploring these)</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>using fronted adverbials (introduction and identifying) &amp; using commas after fronted adverbials</p> <p>indicating possession by using the possessive apostrophe with plural nouns (further exploring of plural possessives, identifying these)</p> <p>using and punctuating direct speech</p> <p>explore Standard English forms for verb inflections instead of local spoken forms</p> <p>create noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (group work to explore)</p>	<p><b>Grammar, punctuation and spelling</b></p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (further discussion of pronouns and editing use of these in their own writing.)</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>using fronted adverbials (identifying and creating own) &amp; using commas after fronted adverbials</p> <p>indicating possession by using the possessive apostrophe with plural nouns (creating their own)</p> <p>using and punctuating direct speech</p> <p>explore Standard English forms for verb inflections instead of local spoken forms</p> <p>create noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (identifying)</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>using fronted adverbials (independently creating their own fronted adverbials) &amp; using commas after fronted adverbials</p> <p>indicating possession by using the possessive apostrophe with plural nouns (independently creating own in a text)</p> <p>using and punctuating direct speech</p> <p>explore Standard English forms for verb inflections instead of local spoken forms</p> <p>create noun phrases expanded by the addition of modifying adjectives, nouns and</p>	<p><b>Grammar, punctuation and spelling</b></p> <p>using the present perfect form of verbs in contrast to the past tense</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>using fronted adverbials (evaluating effectiveness and editing) &amp; using commas after fronted adverbials</p> <p>using and punctuating direct speech</p> <p>explore Standard English forms for verb inflections instead of local spoken forms</p> <p>create noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (independently)</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>using fronted adverbials (exploring embedded clauses) &amp; using commas after fronted adverbials</p> <p>using and punctuating direct speech</p>			

		prepositional phrases (writing and creating own)			
<b>Maths</b>					
<b>Maths curriculum</b>	<b>Maths curriculum</b>	<b>Maths curriculum</b>	<b>Maths curriculum</b>	<b>Maths curriculum</b>	<b>Maths curriculum</b>
Place Value Addition and Subtraction	Area Multiplication and Division (6, 9 & 7 times tables & multiplying and dividing by 100) Length and Perimeter	Multiplication and Division (informal & formal written methods) Fractions (equivalent fractions, adding & subtracting fractions)	Fractions (subtracting from a whole & finding fractions of a quantity) Decimals (tenths and hundredths)	Decimals (ordering, comparing & rounding) Money Properties of Shape	Multiplication and Division (times table focus) Statistics Position and Direction Time
<b>Science</b>					
<b>Science Topic: Electricity</b> What is electricity and how is it used? How does our modern day world rely on electricity? What is electricity used for? What is a complete simple series circuit? What makes a complete circuit? What materials are used as conductors? What is the role of a switch?	<b>Science Topic: States of Matter</b> What is matter? What are solids, liquids and gases? What affects the speed of evaporation? How does solid turn into a liquid? At what temperature do materials change state?	<b>Science Topic: Living things and their habitats</b> How can we compare animals? What are invertebrates? How do plants and animals in our local habitats change across the year? Are all animals with wings birds that can fly?	<b>Science Topic: Living things and their habitats</b> How can we compare animals? How do we know that something is alive? What similarities and differences can we recognise in animals? What is a classification key? How can we sort vertebrates using a classification key? How can we sort vertebrates using a classification key?	<b>Science Topic: Sound</b> What is sound? How does sound travel? How does our ear work? Does being further away from a source always mean it's quieter? What are the patterns in pitch and vibration in different sources? What material is best for soundproofing?	<b>Science Topic: Animals including humans</b> How does our digestive system work? What is the function of the teeth? How does food move through the digestive system? What effect does what we eat have on our teeth? How do food chains work?
<b>Wider national curriculum</b>					
<b>History</b>  <b>Who were the Anglo-Saxons and how do we know what was important to them?</b>	<b>History</b>  <b>Who were the Vikings and why did they choose Britain?</b>			<b>History</b>  <b>Who were the Ancient Greeks?</b>  Why are the gods and goddesses so important?	<b>History</b>  <b>What is our local area like?</b> What is the history of Ponteland?

<p>Where did the Anglo-Saxons settle in Britain?          What was life like for an Anglo-Saxon?          How cultured were the Anglo-Saxons?          How did Ethelbert and Augustine change Anglo-Saxon beliefs?          How did converting to Christianity change Anglo-Saxon Britain?          What was discovered at Sutton-Hoo?</p>	<p>What was the 'terror' that appeared in 793 AD?          Why was Alfred 'the Great'?          How did the Vikings travel to other countries?          What happened in 1066?</p>			<p>What was life like in Ancient Greece?          What are the Olympics?          Was the Trojan war real?          What are the Ancient Greek myths? (English)</p>	
<p><b>Geography</b></p> <p>Where did the Anglo-Saxons settle in Britain?</p>	<p><b>Geography</b></p> <p>Where is Scandinavia?          How did the Vikings travel to other countries?</p>	<p><b>Geography</b>  <b>How do extreme events impact the environment?</b></p> <p>How can we show information on a graph?          How can we compare data?          What are extreme locations around the world like?          How does longitude and latitude work?          Which areas are likely to flood?          Which areas are likely to encounter hurricanes?          How do famous mountains and volcanoes affect our world?          How do tectonic plates cause mountains, earthquakes and volcanoes?</p>	<p><b>Geography</b>  <b>Why is Fairtrade Fair?</b></p> <p>How does fairtrade work?          Where are Fairtrade countries?          What are the similarities and differences in climate across the tropics and equator?          How do Fairtrade foods and food from our country get from farm to fork?</p>	<p><b>Geography</b>  <b>Who were the Ancient Greeks?</b></p> <p>Where is Greece?</p>	<p><b>Geography</b>  <b>How and why is Ponteland changing?</b></p> <p>What is Ponteland River like?          What are the features of a river?          How do old and new maps of Ponteland compare?</p>
<p><b>Computing</b>  <b><u>Staying safe online</u></b></p> <p><u>Learning objectives:</u>          - to understand how Google Slides is formatted and design a Google slides presentation on online safety</p>		<p><b>Computing</b>  <b><u>Programming</u></b></p> <p>Using a block-based programming language to explore count-controlled</p>		<p><b>Computing</b>  <b><u>Creating media (Photo editing)</u></b></p> <p>Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.</p>	

<ul style="list-style-type: none"> <li>- to understand and reflect upon online relationships</li> <li>- to explore online reputation</li> <li>- to maintain privacy and security online</li> </ul>		<p>and infinite loops when creating a game.</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>- to develop the use of count-controlled loops in a different programming environment</li> <li>- to explain that in programming there are infinite loops and count controlled loops</li> <li>- to develop a design that includes two or more loops which run at the same time</li> <li>- to modify an infinite loop in a given programme</li> <li>- to design a project that includes repetition</li> <li>- to create a project that includes repetition</li> </ul> <p><b>Data logging</b></p> <p>Recognising how and why data is collected over time, before using data loggers to carry out an investigation.</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>- to explain that data gathered over time can be used to answer questions</li> <li>- to use a digital device to collect data automatically</li> <li>- to explain that a data logger collects data points from sensors over time</li> <li>- to use data collected over a long duration to find information</li> <li>- to identify the data needed to answer questions</li> <li>- to use collected data to answer questions</li> </ul>		<p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>- to explain that digital images can be changed</li> <li>- to change the composition of an image</li> <li>- to describe how images can be changed for different uses</li> <li>- to make good choices when selecting different tools</li> <li>- to recognise that not all images are real</li> <li>- to evaluate how changes can improve an image</li> </ul>	
<p><b>Internet safety</b> Online Relationships Online Reputation Keeping safe online</p>		<p><b>Internet safety</b> Safer Internet Day Privacy and Security</p>		<p><b>Internet safety</b> Self Image and Identity</p>	
<p><b>Music</b> <b>First access recorders</b> Improvise on a limited range of pitches on the descant recorder.</p>	<p><b>Music</b> <b>Recorder project 2</b> Understand the symbols for a minim, crotchet, pairs of quavers and a crotchet rest.</p>	<p><b>Music</b> <b>Recorder Compositions</b> Combine known rhythmic notation with letter names to create</p>	<p><b>Music</b> <b>Introduction to chime bars/xylophones</b>  Follow and perform simple rhythmic and</p>	<p><b>Music</b> <b>Chime bars/xylophone compositions</b>  Read, perform and compose using pitch</p>	<p><b>Music</b> <b>Opera Project</b>  Know about the genre Opera and be able to name</p>

<p>Know how to play smoothly (legato) or detached (staccato).</p> <p>Know how to hold and make a clear sound on the recorder and which fingers are used to create a range of at least 5 notes.</p>	<p>Play and perform melodies following staff notation using a small range (Do-So).</p>	<p>short phrases using a limited range of 5 pitches.</p> <p>Record melodic ideas using time signatures, a treble clef, rhythm notation and staff notation.</p>	<p>melodic patterns to a steady beat, maintaining individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>	<p>notation relating to the first few steps of the chime bars/xylophone (e.g., C–E/do–me).</p>	<p>some of the key pieces or composers in its history.</p> <p>Perform songs and choreography from a modern children’s opera.</p>
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**Art**

<p>What did Anglo Saxon design look like?</p> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To develop drawing skills through a range of techniques, continuous line, opposite hand drawing, 30s sketch</li> <li>To develop tonal line drawing, using a range of pencils</li> <li>To begin to use perspective</li> <li>To use composition in sketchbooks with increased independence</li> <li>To use oil pastels to create patterns and blend with accuracy</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>To print onto collaged background</li> </ul>	<p>How can we share our voice?</p> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To develop drawing skills through a range of techniques, continuous line, opposite hand drawing, 30s sketch</li> <li>To develop tonal line drawing, using a range of pencils</li> <li>To use composition in sketchbooks with increased independence</li> </ul> <p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>To use positive and negative space to explore how shapes sit next to each other</li> </ul> <p><b>Artists’ work</b></p> <ul style="list-style-type: none"> <li>To explore global themes in the work of notable artists</li> </ul> <p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>To reflect on own values and begin</li> </ul>	<p>How is identity represented through Art?</p> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To develop drawing skills through a range of techniques, continuous line, opposite hand drawing, 30s sketch</li> <li>To develop tonal line drawing, using a range of pencils</li> <li>To begin to use perspective</li> <li>To use composition in sketchbooks with increased independence</li> </ul> <p><b>Artists’ work</b></p> <ul style="list-style-type: none"> <li>To explore global themes in the work of notable artists</li> <li>To identify symbolism and iconography in</li> </ul>	<p>Who do we see?</p> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To develop drawing skills through a range of techniques, continuous line, opposite hand drawing, 30s sketch</li> <li>To develop tonal line drawing, using a range of pencils</li> <li>To begin to use perspective</li> <li>To use composition in sketchbooks with increased independence</li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>To use collage to create a self portrait in the style of an artist</li> <li>To use choose materials to enhance outcome</li> </ul>	<p>How can we show the power of the sea through paint?</p> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>To use a range of paint techniques to explore ideas (scraping, wax resist...)</li> <li>To use paint to create mood and atmosphere</li> <li>To use a palette knife to create an effect</li> </ul> <p><b>Artists’ work</b></p> <ul style="list-style-type: none"> <li>To use written form to explore intent and effect with greater understanding</li> </ul> <p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>To evaluate the successes of their product design to help refine and enhance work</li> </ul>	<p>How can we highlight the problem of fast fashion?</p> <p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>To use positive and negative space to explore how shapes sit next to each other</li> <li>To create sculptural abstract designs to develop understanding of light and shadow in 3D form</li> <li>To use collected objects to produce installations on a theme</li> </ul> <p><b>Artists’ work</b></p> <ul style="list-style-type: none"> <li>To explore global themes in the work of notable artists</li> <li>To identify symbolism and iconography in the work of a range of artists</li> <li>To use written form to explore intent and effect with greater understanding</li> </ul>
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<ul style="list-style-type: none"> <li>To work collaboratively to produce a print</li> </ul>	<p>to introduce them to their work</p> <ul style="list-style-type: none"> <li>To evaluate the successes of their product design to help refine and enhance work</li> </ul>	<p>the work of a range of artists</p> <ul style="list-style-type: none"> <li>To use written form to explore intent and effect with greater understanding</li> </ul>	<p>according to colour and proportion</p> <p><b>Artists' work</b></p> <ul style="list-style-type: none"> <li>To explore global themes in the work of notable artists</li> </ul>		<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>To evaluate the successes of their product design to help refine and enhance work</li> </ul>
<p><b>DT</b> <b>How did the Vikings travel? (Viking longboat)</b></p> <p><u>Key skills</u></p> <ul style="list-style-type: none"> <li>- Folding 2D nets into 3D shapes</li> <li>- Design a Viking longboat</li> <li>- Consider suitable materials for a Viking longboat</li> <li>- Build a 3D Viking longboat</li> <li>- Evaluate the effectiveness of a Viking longboat design</li> </ul>		<p><b>DT</b> <b>Where do our healthy foods come from? (Fairtrade food product)</b></p> <p><u>Key Skills</u></p> <p>Describe the benefits of seasonal food</p> <ul style="list-style-type: none"> <li>- understand not all fruit and vegetables come from the UK</li> <li>- Evaluate recipes on taste, smell, texture, appearance</li> <li>- Follow a baking recipe</li> <li>- Cook safely following hygiene rules</li> <li>- Adapt a recipe</li> <li>- Describe the impact of the budget on selection of ingredients</li> <li>- Suggest modifications.</li> <li>- Understand the importance of oven gloves to remove food from ovens.</li> <li>- Know the following cooking techniques: sieving, creaming, rubbing method, cooling</li> <li>- understand the impact of imported foods</li> <li>- amounts of ingredients 'quantity'</li> </ul> <p><b>How can a car move? (Making a slingshot car)</b></p> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> <li>- Design a shape to reduce air resistance</li> <li>- Draw a net to create a structure form</li> <li>- Choose shapes to increase and decrease speed.</li> <li>- Measure, mark, cut and assemble with increasing accuracy.</li> <li>- Make a model based on design</li> <li>- Evaluate speed based on the effect of shape.</li> <li>- Understand moving things have kinetic energy</li> <li>- Understand air resistance is the level of drag on an object.</li> <li>- Understand aesthetics mean how something looks.</li> <li>- Recognise different view - (side view, birds eye view).</li> </ul>		<p><b>DT</b> <b>How do fastenings work? (Books sleeve)</b></p> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> <li>- Write a design criteria articulating decisions made</li> <li>- Design a personalised sleeve</li> <li>- Make and test a paper template with accuracy</li> <li>- Measure, mark and cut fabric using template</li> <li>- Select a stitch style to join fabric</li> <li>- Sew small neat stitches</li> <li>- Incorporate a fastening</li> <li>- Test and evaluate end product</li> <li>- Understand a fastening holds two pieces of material together (Zipper, toggle, button, press stud and velcro)</li> <li>- Different fastenings have different purposes.</li> </ul>	

<p><b>PE</b> Games -Tag Rugby  Orienteering</p>	<p><b>PE</b> Dance - Dances from popular culture</p>	<p><b>PE</b> Gymnastics  Dance - Dances from popular culture</p>	<p><b>PE</b> Gymnastics  Games -Tennis</p>	<p><b>PE</b> Athletics - Cricket and Rounders  Games - Hockey  Swimming</p>	<p><b>PE</b> Athletics - Catching, throwing and track events  Games - Badminton  Swimming</p>
<p><b>RE</b>  <b>Christianity: What is the ‘Trinity’ and why is it important to Christians?</b>  <b><u>Key Questions:</u></b>  What is the gospel? What is baptism? What is the Trinity? How do Christians show their belief? What does the bible tell us about god?</p>		<p><b>RE</b>  <b>Hinduism: What do Hindus believe God is like?</b>  <b><u>Key Questions:</u></b> How do Hindus represent god using deities? What do Hindus believe about god? What Hindu stories are there? How do Hindus live? How do Hindus worship?  <b>Christianity: Why do Christians call the day Jesus died ‘Good Friday’?</b>  <b><u>Key Questions:</u></b> Where does Salvation fit in the ‘big story’? What do the texts about the entry into Jerusalem, and the death and resurrection of Jesus mean for Christians? How do Christians mark the Easter events in their church communities?</p>		<p><b>RE</b>  <b>Hinduism: What does it mean to be Hindu in Britain today?</b>  <b><u>Key Questions:</u></b> How do Hindus show their faith within their families? How do Hindus show their faith within their family communities? How does the way Hindus show their faith differ in Britain to India? What do dharma, Sanatan Dharma and Hinduism mean? Is taking part in family and community rituals a good thing for Hindus?</p>	
<p><b>PSHE</b> <b><u>Relationships: Anti-Bullying</u></b> - What is privacy and personal boundaries? - How can friendships change? - How can I respond to adults and children in different situations (including online contexts)? - Why is consent important? - How can I manage and resolve conflict with others?  <b><u>Personal Safety</u></b> - How can I identify risks and hazards? - How can I manage risks in different situations?</p>		<p><b>PSHE</b> <b><u>Understanding their role in the community</u></b> - What is a community? - How do people contribute within a community? - What are the benefits of a diverse community?  <b><u>Budgeting and Money</u></b> - How are things paid for and what choices do people have about paying? - How do people’s attitudes towards spending and saving differ?</p>		<p><b>PSHE</b>  <b><u>Health and Hygiene</u></b> - How can I maintain good oral hygiene? - How can I seek support inside and outside of school?  <b><u>Esafty (computing)</u></b> - How can the internet and social media be used positively and negatively? - How can I identify reliable sources of information to make safe choices - How is information and data used online?</p>	

<p>- Why are regulations and restrictions important?</p> <p><u>Showing respect</u></p> <p>- How can stereotypes negatively influence behaviours and attitudes towards others?</p> <p>- How can I recognise and respond to behaviours/actions which discriminate against others?</p>		<p>- What is 'value for money'?</p> <p>- How does spending affect others and the environment? (Fairtrade and charity)</p> <p><u>Feelings (MELVA's Mountain Adventure)</u></p> <p>- How can I respond to my feelings in different situations?</p> <p>- How can I recognise warning signs about mental health and wellbeing?</p> <p>- How should I seek support for myself and others?</p>		<p><u>British Values - Comparing diversity of cultures in Britain and Greece</u></p> <p>- How is culture shown in Greece?</p> <p>- How is culture shown in Britain?</p> <p>- What are the similarities between Britain and Greece?</p>	
<p><b>French</b></p> <p><u>Playing with number</u></p> <p>- Learn to write numbers 1-20</p> <p>- Use numbers in different contexts such as telling the time.</p> <p><u>Plural &amp; accents</u></p> <p>- Understand French spelling with accents and plurals.</p> <p>- Revise numbers through traditional games</p>		<p><b>French</b></p> <p><u>Europe</u></p> <p>- Learning how to say we live in different countries</p> <p>- Identify language spoken in different places</p> <p><u>Jobs</u></p> <p>- Identify masculine and feminine jobs</p> <p>- Place french adjectives correctly</p>		<p><b>French</b></p> <p><u>Animals</u></p> <p>- Learn names for animals</p> <p>- Look at how a French composer portrayed them in music.</p> <p>- 'Compose' our own animals by playing with French phonemes.</p> <p><u>Hobbies</u></p> <p>- Recognise different hobbies</p> <p>- Use a song to remember hobbies in french</p> <p>- Revise time</p>	
<b>Visit</b>	<b>Visit</b>	<b>Visit</b>	<b>Visit</b> <b>Transport in the North East</b> - airport, metro, bus, walking	<b>Visit</b>	<b>Visit</b> <b>Great North Museum: Hancock</b> - Greek workshops
<b>Global curriculum</b>					
<p><b>Values</b></p> <p><u>Respect</u></p> <p>To understand that we are all unique and ways in which we should show respect to different groups of people.</p> <p><u>Kindness</u></p> <p>To explain what being kind means and to understand how our actions towards others can make a difference to their feelings. How does this value appear in Greek</p>	<p><b>Values</b></p>	<p><b>Values</b></p> <p><u>Gratitude</u></p> <p>To consider how our lives differ from those who experience severe natural disasters. What can we be grateful for?</p> <p><u>Resilience</u></p> <p>Considering how people move on from natural disasters and in extreme environments and how we can also show this in our</p>	<p><b>Values</b></p> <p><u>Responsibility</u></p> <p>To identify our responsibilities as humans, to choose sustainable resources and give back to people fairly.</p> <p><u>Collaboration</u></p> <p>To be about to work successfully as part of a team to support others around the world on whom we rely.</p>	<p><b>Values</b></p> <p><u>Creativity</u></p> <p>To use creativity skills in different scenarios to work towards a given goal.</p> <p><u>Kindness</u></p> <p>To explain what being kind means and to understand how our actions towards others can make a difference to their feelings. How does this value appear in Greek myths?</p>	<p><b>Values</b></p> <p><u>Bravery</u></p> <p>To understand that bravery means being honest with ourselves and others about our feelings and facing them head on.</p> <p><u>Effort</u></p> <p>To understand that effort relates to achievement and be able to identify their own aspirations and explain how effort can help them reach this goal.</p>

myths?		lives.			
<p><b><u>Global Skills</u></b></p> <ul style="list-style-type: none"> <li>• To imagine alternative possibilities and suggest new ideas to solve problems</li> <li>• To listen attentively, question and respond to others</li> </ul>	<p><b><u>Global Skills</u></b></p> <ul style="list-style-type: none"> <li>• To understand impacts of prejudice and discrimination</li> <li>• To express own views and ideas on issues clearly, using a range of appropriate meth</li> <li>• To adapt behaviour to take into account the feelings of others</li> </ul>	<p><b><u>Global skills</u></b></p> <ul style="list-style-type: none"> <li>• To empathise with people in local and more distant contexts</li> <li>• To contribute to the well-being of the wider community</li> </ul>	<p><b><u>Global skills</u></b></p> <ul style="list-style-type: none"> <li>• To explore reasons for negative feelings towards others and in new or difficult situation</li> <li>• To use strategies to manage anger, frustration and aggressive feelings</li> <li>• To use strategies to cope with challenging times</li> </ul>	<p><b><u>Global skills</u></b></p> <ul style="list-style-type: none"> <li>• To identify connections between personal decisions and issues affecting people locally and globally</li> <li>• To work cooperatively to solve problems or achieve goals</li> <li>• To contribute to the well-being of the wider community</li> </ul>	<p><b><u>Global skills</u></b></p> <ul style="list-style-type: none"> <li>• To identify connections between personal decisions and issues affecting people locally and globally</li> <li>• To empathise with people in local and more distant contexts</li> <li>• To recognise when there may be no single right or wrong answer</li> <li>• To share opinions and evidence on issues with others including decision-makers and elected representatives.</li> </ul>
<b>Sustainable development goals covered</b>					
			 		