

C4 Horizontal Curriculum

Visual and Graphic Arts

Indicative Content

Drawing:

(see also Form Drawing themes, and Maths ARLOs for Shape, Space and Measure)
Drawing in Class 4 will mostly be as illustrations in main lesson books. The children will require less guidance – often a suggestion of what to draw will be enough to get them started, although some children will need a sketch by the teacher to get them started. It is helpful, however, for the teacher to sometimes bring a drawing they have completed before the lesson, and more often, for the teacher to draw alongside the children, modelling quiet concentration. At this age the children are ready for coloured pencils, and will need to be taught how to create images through techniques suited to these, for example, diagonal shading and crosshatching. The children's sense of perspective is developing slowly, which can be reflected in the increasing complexity of the composition of guided drawings. In geography the children can create maps which are rich in pictorial content, representing their sense of place.

Painting:

By Class Four, a comfortable versatility in selecting and working with colour in order to create an expression of an atmosphere (drawn from lesson content) is becoming well established. Dexterity in the manipulation of the paintbrush is steadily refined through regular practice. The language of colour, in relation to moods and feelings, is familiar and understood. An eye for composition becomes ever more attuned via group discussions and teacher feedback.

In keeping with the expanding engagement in the world around them (as reflected in Main Lesson themes, Zoology, Geography and Myth and Legends) the children will learn to mix a range of earthy tones and hues. The forms within the paintings are more defined than those in Class Three but continue to relate to the characters inner impulses (the lightness of a bird, the courage of a lion) than that of a realistic rendition.

Painting linked to nature studies – trees, simple landscapes, simple generalised shapes of buildings (castle, church, farmhouse, barn). Paintings with figurative themes related to the narrative theme/content for the year – images from myths and stories, etc.

Clay Modelling:

Working not by adding bits and pieces, but by working with a given amount of material as a whole lump that change be changed and shaped. Simple solids such as a sphere or a pyramid, modelled with the hollow of the hands. Animal forms: develop a picture of what is to be modelled through verbal description.

Pedagogical Reasoning

At this age the children feel quite competent in the media and have a strong wish to express themselves. They still live quite strongly in the imaginative pictures of the narrative, rather than drawing and painting from observation or copying from the blackboard. Even in modelling, children should model out of an inner feeling for the form and movement of the animal, rather than copying a picture. Therefore they need to have moved like the animal, to feel what it is like to be, for example, an eagle.

Considerations for Decolonisation/Contextualisation
Songs, stories and images should be inclusive of a range of people, taking into consideration: gender and family stereotypes, skin and hair colour/type, disability and age. Stories and songs should be taken from a range of cultures around the world.
Suggested ARLOs
Visual and Graphic Arts

Handwork: precise stitching
Indicative Content
<p>The World is beautiful</p> <p>Activities:</p> <p>Make lacing cards to practice initial cross stitch</p> <p>Precise sewing a precise, decorative stitch such as cross stitch.</p> <p>Project:</p> <p>Make a useful object such as a bag or a purse using cross stitch</p> <p>Use colour and symmetry, e.g. to indicate the opening/top/bottom of an object</p>
Pedagogical Reasoning
<p>There is a change in the child's awareness. "Here I am" and "There is the world". The child stands at the "X" in their development. A precise stitch, such as the cross stitch* helps the child move on from the circular movements (learned while looping their yarn around knitting needles or wrapping balls of wool) to one that allows for changing directions. Consider the new movement as a lemniscate: whilst stitching part of the cross stitch from one side, the stitcher has to change stitch direction and travel in another to finish the stitch. Each time the stitcher travels through the middle of the lemniscate's two circular sides meet creating a midpoint or connection between the two circles.</p> <p>*This specific cross stitch method finishes each stitch individually before moving to the next one with the top of each stitch crossing in the same direction.</p>
Considerations for Decolonisation/Contextualisation
Share stories and show sewn objects from different cultures to highlight and create an awareness of the diversity of people, their art, their culture and their life experiences. Learn how different cultures interpret and use colour differently.
Suggested ARLOs
Handwork

Media Education
Indicative Content
Children should be taught how to use books for research, navigating book collections and libraries. They should use this research in small projects, drawing on their growing literacy skills and showing their work in regular small presentations. Singing is still a regular and important part of the school day, and children are offered the opportunity to build on their recorder skills by taking up a more challenging instrument. <u>The drawings required of the</u>

children become more detailed and exact, for example in the zoology main lesson, and different media forms such as flip books and shadow theatres may be introduced. Children experience making pens and inks from natural materials in the outdoor curriculum. Practical technological competence and understanding are further developed here, as children explore the historical industries of the local area in a practical way, e.g. making charcoal, digging clay etc. Through discussion of the characters in books and stories, children understand that people can disguise themselves, and trick others into believing things that are not true. Children are encouraged to talk about things that might make people (including themselves) feel sad, worried, uncomfortable or frightened. They are supported to understand what bullying is, and how to report it, and to explore the idea of peer pressure and how to respond to it.

Pedagogical Reasoning

Analogue processes help children understand things in the truest sense of the word. Once they are acquainted with analogue technologies and their potentials, the basis is created for them to be able to judge how and when digital techniques can be used sensibly, based on their own experience. Mastering the medium of writing forms the basis of all media competence. Reading is the basic and key qualification that develops and promotes media competence in general. The ability to present content in an effective and independent way requires the ability to research knowledge in analogue as well as digital formats. Understanding the construction of images and music, and how basic media carriers (e.g. paper, pens) are produced, provides children with a basis for later judgement(s) of media. Learning a challenging solo instrument helps children to develop the widest possible range of productive musical skills and benefit from practical experience. Alongside this practical competence is a focus on the development of dispositions and social and emotional skills which support children to later develop self control and regulate their use of media, and to treat people in the digital realm with respect and understanding. This can be followed through the PSHE/RSE curriculum, and the development of imagination and empathy as enhanced capacities through long term curriculum intent. In modern life, regardless of a school's policy on media use at home, children will have direct and indirect exposure to media through family and friends. Potentially disturbing or dangerous content, or even seemingly harmless images leave an impression on the young child. Children need to be confident that they have safe spaces in which to discuss their feelings about whatever they may have seen or been exposed to.

Considerations for Decolonisation/Contextualisation

Songs, stories and images should be inclusive of a range of people, taking into consideration: gender and family stereotypes, skin and hair colour/type, disability and age. Stories and songs should be taken from a range of cultures around the world.

Suggested ARLOs

Technology, RSE, PSHE

Inter-relationships: plaiting and braiding

Indicative Content

The new element of plaiting and braiding using strands and bands is introduced using both symmetric and asymmetric forms, and applied as ornamentation (e.g. Norse, Celtic, Longobardian, Arabic knotwork) or as labyrinths. Inspiration can be drawn from natural shapes and rhythms (e.g. spirals, vortices). Calligraphy and different scripts can be explored, including the history of writing. Fractions can be represented visually.

Pedagogical Reasoning

Linearity is an archetypal quality as old as humanity related to orality, expressing directional movement in space and time. Walking, talking (storylines, songlines) and drawing are all linear. Children need the opportunity for free linear drawing, rather than drawing from observation or imagination because the dynamic movements are embodied and not yet filled with mental content. Form drawing or dynamic drawing is an activity that transforms bodily movement in space into inner movement in ways that transposes the external orientation into inner orientation, weaving the three dimensions (up/down, right/left and behind /in front) into a dynamic relationship between point and periphery, centre and circumference. It is a creative process, free hand requiring control and sense of proportion that builds on archetypal forms, point, line, surface and volume.

Considerations for Decolonisation/Contextualisation

Songs, stories and images should be inclusive of a range of people, taking into consideration: gender and family stereotypes, skin and hair colour/type, disability and age. Stories and songs should be taken from a range of cultures around the world.

Suggested ARLOs

Maths (Shape, Space and Measure), Visual and Graphic Art (form drawing)

Spiritual, Religious, Moral and Ethical Education

Indicative Content

Norse myths are often shared, explored and acted out. Other texts and stories can be chosen that capture a growing multiplicity of characters and include irreverence and shifting loyalties. What happens when gods become subject to age and death?

Pagan festivals can be looked at throughout the year e.g. Lammas day, Samhain. Viking

religion, culture, peoples and traditions are sometimes explored.
Pedagogical Reasoning
Children are building a new relationship with the world – ordering and structuring with strength and courage. Confidence is expressed in a quality of vigour and an eagerness to look at and learn about the world. Met in stories in which a multiplicity of personalities contribute to the social whole and in which darkness and evil become more concrete. Children begin to identify individual ‘badness’ in contrast to social or communal ‘goodness’. They form a sense of where they are in relation to their environment, in both a social and geographical sense. Post 9-year change, the children are in a different a more remote relationship with the world than before. The earlier harmony between inner and outer worlds is broken.
Considerations for Decolonisation/Contextualisation
Explore folk tales that represent the local area and those from around the world that fit the mood of multiplicity in character and building new worlds and / or are of Pagan association. Use stories that are diverse in their representation of people, gender, sex, sexuality, religion and ethnicity.
Suggested ARLOs
SMSC

Sustainable Living: Early literacy, local history
Indicative Content
<p>Mirroring children’s expanding consciousness, the home environment expands further into the local area, both physically and in terms of understanding local history and geography. Children discover old industries related to local crafts, investigating place names and meeting local artisans. Walking the local area and exploring local nature reserves allows them to experience the physical geography of an area and its impact on native flora and fauna. Navigation becomes important, learning to orientate oneself using a compass and the position of the sun, reflecting the focus on map making in the ‘Near to Me’ local geography main lesson. In the home base, children will need more physical challenge for their developing bodies. Both fine and gross motor skills can be worked on, for example through tool use and/or the construction of larger structures such as a climbing frame or ‘jungle gym’. Charcoal can be made, and a first experience of smithing provides links to northern myths. The history of writing is an important focus as children in the classroom make the transition from pencil and crayon to fountain pen. Children make paper, pen and ink from natural materials, applying the tool skills that they have previously developed. The historical technological development of the use of heat to process materials is explored through the construction of, for example, a kiln or oven. Care of the environment, including developing a sense of responsibility in caring for plants and animals in the wild, is important.</p> <p>From Class 4, one or more additional crafts can be added to the curriculum. The craft chosen and the level at which it is engaged with will be dependent on the practical skills of the teacher, and the prior learning of the children. Some suggested themes might be basic blacksmithing, or ceramics.</p>
Pedagogical Reasoning

The change of consciousness of Class 3 opens the door to a whole new level of literacy and numeracy in Class 4, and what was formerly exploration in nature can be transformed into the developing capacity of imagination. Thus outdoor work focuses more on crafts and manual skills (pen, paper, ink).

Considerations for Decolonisation/Contextualisation

If Vikings are a theme, shipbuilding and navigation techniques but also Viking trade connections with the Black Sea and Western Asia, and their use of currency. When doing local geography, trade and exchange between geographical regions is important to show intercultural exchange.

Suggested ARLOs

Science and Technology, Geography, Social Science, Careers,

[Narrative and Reading Material](#)

Indicative Content

Reading for pleasure:

- Children's literature on the curriculum themes for the year: heroic tales from a range of cultures and traditions; stories of animals and humans (anthropomorphism should be avoided, although teachers should judge whether a book imagines how animals experience the world)
- Children's non-fiction on the curriculum themes of the year – familiar animals, local wildlife, local geography

Taught Reading Skills:

- Identifying the plot, characters and setting of fiction books
- Reading for information – e.g. researching for an independent project, targeted information finding.

Pedagogical Reasoning

Once children can read they should be encouraged to do extensive reading. The class library should have a range of fiction and non-fiction books suitable to the curriculum themes of the year, and to the local surroundings. Books should be accessible, i.e. written at an appropriate level, and in a range of formats and genres. Children should learn how to use books as a valuable source of information and learning.

Considerations for Decolonisation/Contextualisation

Stories from around the world with a range of inclusive themes and characters. Stories that challenge gender and family stereotypes.

Suggested ARLOs

Literacy, Geography, Social Science, Science and Technology

Spanish: structured orality, beginning literacy

Indicative Content

Writing down what children know orally; writing known words in families, phrases and declensions. As literacy becomes established, children move on to reading texts they are unfamiliar with. Vocabulary linked to directions and maps.

Pedagogical Reasoning

Orality continues to make up at least half of the lessons. Children begin to write down the things they know orally from the first three classes, e.g. songs, rhymes, verses, phrases, dialogues etc. As the content is already known, children can read back their own writing easily.

Considerations for Decolonisation/Contextualisation

Songs, stories, texts and pictures should represent a wide range of people, skin colours, hair types etc, and should not reinforce stereotypes.

Suggested ARLOs

Modern Foreign Languages

Numbers and their many parts

Indicative Content

This main lesson block rests on children's individual, detailed and fluent knowledge of their times tables and number bonds.

Experimentation with dividing wholes into parts, beginning with physical experience of dividing real things, including both objects and abstractions like musical time/notes, into halves, thirds, quarters, eighths etc. Children should develop a qualitative understanding of the basic principle that all fractional pieces should be equal.

This skill (knowledgeable action with purpose) can then be applied to numbers, e.g. what is $\frac{2}{3}$ of 12?, with the knowledge and understanding of numerator and denominator. At this point, the focus is on the division of larger numbers into smaller ones e.g. 12 is what part of 60?, rather than the division of 1.

Once this skill is secure, children can move on to reducing and expanding fractions, exploring equivalent fractions and finding common denominators. This is then applied to calculating in adding and subtracting fractions.

Pedagogical Reasoning

Fractions are an ecological consciousness of how the parts and the whole relate. In Class 3 children began to understand the need to standardise the relationship of the body to the world in human communities by having standard units of measurement. In Class 4 this process becomes internalised into thinking, relating the parts to the whole in an abstract, conceptual way.

Considerations for Decolonisation/Contextualisation

Fractions are about fairness and equality, and the morality of sharing equally.

Ensure that any pictures, stories and other representations are inclusive of a range of people, taking into consideration: gender and family stereotypes, skin and hair colour/type, disability and age. Stories and songs should be taken from a range of cultures around the world.

Suggested ARLOs

Maths, Visual and Graphic Art (Drawing)

Human and Animal

Indicative Content

Descriptive accounts of a number of diverse individual creatures, their habitats and unique behavioural characteristics. Developing imaginative visualisation of contrasting animals in their habitats from a morphological and functional perspective.

Comparison of human and animal forms, in terms of locomotion (movement), manipulation, nutrition, reproduction and senses. The specialisms of the animals chosen are contrasted with the human production and use of tools as extensions of anatomy (claws, teeth vs knives etc). Attention is drawn to specific human characteristics such as emotion, language and tool use.

Pedagogical Reasoning

The participatory nature of the children's consciousness has ended and they need a new, direct, observational and fact-based relationship to animals amid an awakening appreciation of their own relationship to them, beyond being 'pets' or resting on sentimental feelings,

yet retaining an emotional connection and a recognition of human responsibility for their welfare and survival. They are awakening to the sense that they each have a life task as a human being
Considerations for Decolonisation/Contextualisation
Emphasise a holistic ecological approach, an appreciation of the complexity, diversity and beauty of the natural world, and sense of human stewardship of nature.
Suggested ARLOs
Science and Technology Classes 1-5

Puberty
Indicative Content
<p>Correct vocabulary for genital area, e.g. vulva, vagina, penis, testicles, breasts, clitoris, urethra.</p> <p>Changes in puberty: pubic and underarm hair; spots, sweat and mood. Girls: growth of the breasts, onset of menstruation. Boys: voice breaking, growth of the penis/testicles, hair on the face, erections and ejaculation (including wet dreams).</p> <p>Menstrual literacy: managing periods, including leaking. Internal and external, disposable and reusable menstrual products. History and cultural context of periods; religious and cultural taboos; advertising. Please see resources for the 'Period Positive' scheme of work, which has detailed and age-appropriate content.</p>
Pedagogical Reasoning
<p>This short main lesson, or series of subject lessons, where possible should be delivered by the class teacher, with whom the children have a trusting and trusted relationship. If this is not possible, then the class teacher should work alongside an appropriate expert or alternative adult. It is imperative that all children in the class feel safe to ask questions or ask for support from their class teacher around puberty and menstruation. Therefore the class teacher should be involved in this aspect of their education. The age of the onset of puberty in the UK is 8-12 for girls, and 9-14 for boys. An early start to this topic gives children embodied confidence, and a cultural literacy that enables them to recognise myths and taboo messages. The class teacher should judge when is the right time to bring this content, but the aim should always be to bring it before the first girl starts their period. These topics should be revisited regularly, to ensure that pupils' level of understanding is appropriate, and that they have regular opportunities to ask questions and receive clarification. Children should be taught together, not segregated by sex/gender. This is particularly important for trans, non-binary and intersex children, but also as a way of encouraging boys to be understanding and supportive of girls' menstruation, and to reduce teasing and bullying.</p>
Considerations for Decolonisation/Contextualisation
<p>Use unbranded products or remove branding where possible. Include all genders and cultures. Use positive language. Be detailed and factual. Period poverty.</p> <p>Images should be inclusive of a range of people, taking into consideration: gender and family stereotypes, skin and hair colour/type, disability and age.</p>
Suggested ARLOs
RSE, PSHE, Science Classes 1-5

Near To Me

Indicative Content

Exploring the locality that can be reached on foot or bicycle, noticing and describing what is discovered, asking questions about it. Exploring the historical origins of the area, e.g. how the local physical geography, availability of materials, natural transport routes and trade have impacted the development of the settlement. Translating direct experience on foot into maps, from simple subjective perspective to more formal compass orientated representations with symbols and legend for the salient features.

Pedagogical Reasoning

The Rubicon experience has a personal dimension (who am I?) in class 3 and a more objective dimension in class 4, the story of the place we are in. The story of the place combines movement (ideally by foot) through space, the historical stories associated with the places we encounter and the representation of both in text and map. This schools the mental mapping processes and establishes both physical orientation and spatial memory and temporal memory in narrative, thus developing cognitive skills at visualising space and ordering time. .

Considerations for Decolonisation/Contextualisation

Almost all places have been home to different peoples who came here or were always here. Most people are migrants and the history of place is always the history of peoples and their relations in a place. Today the story of migration and integration is an essential message in the main lesson block.

Songs, stories and images should be inclusive of a range of people, taking into consideration: gender and family stereotypes, skin and hair colour/type, disability and age.

Suggested ARLOs

Geography, Social Science, Literacy, Visual and Graphic Art

Origins, creation myths and the relationships between the Gods

Indicative Content

Northern myths and Gods and heroes in Celtic myths.

Myths are complex narratives that frequently involve supernatural beings and often recount cultural understandings of origins of the world and human societies and usually show the relationship between spiritual powers such as Gods and other supernatural beings and between the gods and human societies. They are culturally embedded and often embody the world view of a given culture. Myths were often accompanied by ritual and religious practices.

Pedagogical Reasoning

In contrast to the single God of Old Testament and Quran, the pantheism of Norse and Celtic myth offer a range of psychological types for identification at a time when children are emerging as distinctive personality types. These stories do not mediate moral messages but rather a phenomenology of psychological times, human wisdom and folly, as well as a sense of loss of intuitive connection to and embedding in the world. It becomes clear that human societies have to find their way back to meaning through their culture and by paying

dues to the gods as personifications of natural forces. The Celts represent a warrior class with a deep connection to nature, who became 'domesticated' in Roman times.
Considerations for Decolonisation/Contextualisation
Along with these myths comes insight into other pre-Christian ways of understanding the world, cosmopolitan cultures who left their original heartland and transformed themselves. Both people colonised and became native in new places. Mythological traditions from elsewhere E.g. African, Chinese etc Songs, stories and images should be inclusive of a range of people, taking into consideration: gender and family stereotypes, skin and hair colour/type, disability and age.
Suggested ARLOs
Literacy, Social Science, Aesthetic and Creative

Use of language: time, place and space
Indicative Content
Using the main tenses to express the past, present and future. Modal and auxiliary verbs. Prepositions of space; adverbial phrases of time, place and manner. Use of the comma. History of writing – making pen, ink and paper, usually as part of the outdoor curriculum.
Pedagogical Reasoning
Children are developing competence and accuracy in expression and the use of language.
Considerations for Decolonisation/Contextualisation
Consider the importance of accepting vernacular and dialect (both regional and ethnic) English (contractions, idioms, slang, phrasal verbs etc). Promote an understanding that there are many Englishes, all equally valid in context, and that only written English has a standard form. Ensure example sentences feature a wide range of people and challenge stereotypes (e.g. conscious choice of gendered pronouns).
Suggested ARLOs
Literacy

Age-related Learning Opportunities for Visual and Graphic Arts C4	Relevant Learning Descriptors
<p>Children should have the opportunity:</p> <ul style="list-style-type: none"> To give and receive feedback about their own work and the work of others, in a constructive and supportive setting. To review and reflect on their work in a supportive peer group setting. <p>Drawing</p> <ul style="list-style-type: none"> To draw on a given theme, e.g. from a story or an experience 	<p>Progressing Visual Art Children can articulate a considered and empathic response to their own work and to the work of others in peer discussions and reflections.</p> <p>Progressing Drawing Children still draw humans and animals as flat figures, but are beginning to differentiate between foreground and background. The relative size of figures and objects in their drawings is roughly proportionate. They can use diagonal shading to create images</p>

<ul style="list-style-type: none"> • To explore the use of coloured pencils to create images through diagonal shading/simple hatching • To explore the drawing of pictorial and symbolic maps <p>Form Drawing</p> <ul style="list-style-type: none"> • To explore extended plaiting and braiding forms with strands, and both symmetry and asymmetry. <p>Painting</p> <ul style="list-style-type: none"> • To learn how to mix a range of earthy tones (the tertiary colours) both on paper and in the palette. • To learn to overlay fine layers of contrasting colours (i.e. blue and red). • To select and apply colours, primary, secondary and tertiary, to convey expressions of plants and landscapes. • Assess how to lend weightiness or airiness to paintings of landscapes and birds through the placement and choice of overlaid colours, <p>Modelling</p> <ul style="list-style-type: none"> • To explore modelling with clay 	<p>without an outline. Children can create a map of a space that is familiar, representing elements first with pictures, and then with more abstract symbols.</p> <p>Progressing Form Drawing</p> <p>With guidance, children can draw complex forms with intertwining and plaited elements, for example knotwork.</p> <p>Progressing Painting</p> <p>Children can paint simple landscapes or figurative images from stories, following the teacher's demonstration and/or description. They can select, mix and blend intended colours, and create different effects through overlaying and the placement of colours with purpose.</p> <p>Progressing Modelling</p> <p>Children can form given forms from a single lump of clay, e.g. sphere, pyramid, simple animal shapes.</p>
---	---

Age-related Learning Opportunities for Handwork C4	Relevant Learning Descriptors
<p>Children should have the opportunity:</p> <ul style="list-style-type: none"> • To learn a precise, decorative stitch, such as cross stitch • To incorporate symmetry into their work • To learn to use colour to indicate the opening/top/bottom of an object • To experience the vertical and horizontal planes through their stitching 	<p>Progressing Handwork</p> <p>Children work freely, rhythmically and accurately, completing a project such as an embroidered bag or purse, and demonstrating their growing manual dexterity with precise, decorative hand stitching. They can work in the horizontal and vertical plane to create patterns, showing an awareness of symmetry, and using colour to indicate, for example, the opening, top or bottom of an object such as a bag or purse. Children use scissors, needles and pins appropriately and safely.</p>

Age-related Learning Opportunities for Literacy C4	Relevant Learning Descriptors
<p>Children should have the opportunity:</p> <ul style="list-style-type: none"> • To develop a feeling for expressive recitation, including accurate interpretation of punctuation, and the experience of alliteration and rhythm • To experience a rich and ambitious vocabulary: exploring new words in a range of contexts and investigating etymology and morphology • To perform in a play, speaking several lines individually • To practise writing neatly in cursive script with a pen • To read text in a range of formats and genres, at an appropriate level and length, including to complete tasks in some areas of the curriculum, interpreting illustrations and features such as text boxes • To identify, summarise and begin to discuss key information from text read independently when prompted • To connect what they read to their prior and developing knowledge and understanding • To explore aspects of their responses to different texts and to learn some literary terms for features of both fiction and poetry • To write in different styles/registers and formats for different purposes and audiences, using careful choice of vocabulary, varying sentence and text structure. • To learn to identify a range of parts of speech and to use them in their writing (e.g. adjectives, adverbs, prepositions) • To practise using different tenses accurately in their writing • To practise using a range of punctuation consistently and accurately in their writing 	<p>Progressing Literacy Children talk, read aloud and recite fluently and with expression, performing several lines individually in a play. They read and write independently with some confidence, reading and writing unfamiliar words correctly using a range of strategies to self correct and work out spellings, pronunciation and meaning. Children read silently, increasing their pace and stamina, reading longer and more demanding texts with enjoyment. They are able to identify and select information relevant to a topic and verbally summarise their ideas about what they have read or written. Children are becoming more active readers, beginning to ask and answer questions about how text is constructed, and how they respond to it, and starting to go beyond purely literal interpretation and understanding. This understanding begins to show in their writing, where they adjust and develop language and content to suit their intended audience. Children write more quickly in cursive and their writing is legible. They maintain a clear focus on relevant content whilst writing more extensively, using a range of accurate tenses and punctuation.</p> <p>Book Band: Lime, brown, grey, dark blue, dark red</p>

Age-related Learning Opportunities for Social Science C4	Relevant Learning Descriptors
<p>Children should have the opportunity:</p> <ul style="list-style-type: none"> • To explore pre-Christian ways of understanding the world, for example the personification of natural forces as gods. • To develop a sense of extended narrative through saga, and how aspects of the human condition resonate through time - power and weakness, tragedy and triumph. • To explore the interactions of humans and the environment in their locality over time. • To encounter and explore the meaning of subject-specific vocabulary and the etymology of local words, e.g. place names. 	<p>Progressing Social Science</p> <p>Children can recall and retell stories and myths which explore the ways in which people in different times and places have related to the world around them and to each other. They can talk and write about the perspectives of the characters in the narratives, describing the causes, consequences and significance of events and decisions.</p> <p>Children can talk about the people who have lived in their local area and the traces they have left. They make links between the landscape and its inhabitants, recognising the communities that settled in their area, what they did, how they lived and who they were. Children are able to identify a range of sources of evidence, including linguistic and geographical indications and physical artefacts. They begin to develop a more concrete sense of chronology and change over time.</p>

Age-related Learning Opportunities for Media Education C4	Relevant Learning Descriptors
<p>Children should have the opportunity:</p> <p>Media Content</p> <ul style="list-style-type: none"> • Use research to inform independent work, and give small presentations <p>Media Form: Writing</p> <ul style="list-style-type: none"> • Further develop their literacy skills • Access a book collections and libraries with a wide range of texts <p>Media Form: Sound and Language</p> <ul style="list-style-type: none"> • Sing a range of songs frequently, regularly and repeatedly: songs in both major/minor key and modes, with a 	<p>Progressing Media Awareness</p> <p>Children can carry out simple, independent research in books, presenting their work on various topics. They are at a stage of moderately fluent literacy, identifying and selecting the information relevant to a topic, adjusting their writing to suit their intended audience, and writing more extensively. Children can sing in groups as part of a round, or in very simple parts. They can play a simple instrument as part of a group and in accompaniment. They may choose to take up a solo instrument. Children can draw detailed and quite precise images, for example in their botany main lesson, and</p>

<p>range of time signatures, rounds and work songs, and some simple splitting of parts.</p> <ul style="list-style-type: none"> • Develop their skills on a simple instrument, playing together as a group and accompanying classmates' singing • Take up a solo instrument of their choice <p>Media Form: Image</p> <ul style="list-style-type: none"> • Explore the creation of detailed and more precise images through drawing and painting <p>Media Carrier</p> <ul style="list-style-type: none"> • Making pens and ink <p>Online Safety</p> <ul style="list-style-type: none"> • Talk about truthfulness and the way people in stories present and disguise themselves • Talk about things that they have seen or heard that have made them feel sad, uncomfortable, embarrassed or upset, even if those things are online, without fear of judgement or censure. • Talk about bullying and how to report it to a trusted adult. • Talk about peer pressure and how to respond to it. 	<p>produce paintings and illustrations using their knowledge of colour and paint. They understand some of the processes which are part of the manufacture of paper. Children talk about how characters in stories can disguise themselves and trick other characters. They can describe the kinds of things that might make people feel sad, worried, uncomfortable or frightened. Children understand what bullying is and how it makes people feel, and identify a trusted adult who they could talk to about any bullying they have seen or experienced. They can suggest some strategies to respond to peer pressure.</p>
--	---

Age-related Learning Opportunities for Maths C4	Relevant Learning Descriptors
<p>Children should have the opportunity:</p> <p>Number</p> <ul style="list-style-type: none"> • To explore number patterns which use one of the four operations • To explore the number system beyond 100 000, counting forwards and backwards in 1s, 10s, 100s and 1000s from any number, and writing and ordering any numbers. • To explore the addition and subtraction bonds of and within 50 and 100, e.g. 75 + 25; doubling 100s and 50s 	<p>Progressing Number</p> <p>Children can identify and extend number patterns which use one of the four operations. They count forwards and backwards from any number in 1s, 10s, 100s and 1000s to beyond 100 000, reading, writing and ordering any numbers and describing the value of any digit in terms of 1s, 10s, 100s and 1000s. Children know number bonds of 100, and can fluently count in and add and subtract 100s and 50s. They know their multiplication tables and corresponding division facts to 12 x 12 both</p>

<ul style="list-style-type: none"> • To develop fluency in multiplication and division facts to 12 x 12, including finding factors • To explore and practice formal written methods for the four operations of number • To explore fractions as parts of a whole, and discover how they can be represented, ordered, combined and manipulated • To practice translating simple multi-step problems from words and pictures into mathematical equations and vice versa, practicing abstracting key information and exploring decomposition (breaking the problem down into parts) • To discuss their thinking and methods with the teacher and their peers. <p>Shape, Space and Measure</p> <ul style="list-style-type: none"> • To practice drawing intertwining and plaited motifs, e.g. knotwork, extending patterns and mirroring shapes • To explore geometrical drawing of regular shapes, and dividing shapes into equal parts • To explore and practice recording length, height, weight, capacity, time and money accurately • To explore and practice telling the time using minutes past and minutes to on an analogue clock • To practice applying mathematical knowledge and skill with the four operations in different contexts, e.g. money, measurement and time <p>Data Handling</p> <ul style="list-style-type: none"> • To explore recording data using tables and bar and pie charts 	<p>in and out of sequence, can find the factors of a given number, and identify common multipliers and factors for numbers. Children can use formal written methods to carry out calculations for all four operations with larger numbers. Children can read, write, order and manipulate simple fractions, adding and subtracting where the denominator is the same. They can identify equivalent fractions, simplify fractions and convert simple improper fractions to mixed numbers. Children can solve word problems involving multiple steps, identifying the essential mathematical information, and the steps needed, and explaining the calculation in their own words.</p> <p>Progressing Shape, Space and Measure Children can draw complex forms involving intertwining and plaiting. They draw regular shapes freehand, and can divide them into a given number of equal parts with relative accuracy. Children can use simple tools for measurement of length, height, weight and capacity with relative accuracy, and record their measurements appropriately. They read and write the time using minutes past and minutes to and an analogue clock, and can record amounts of money using appropriate symbols, including a decimal point. Children can solve mathematical problems using units of measurement with all four operations.</p> <p>Progressing Data Handling Children can record data with relative accuracy in a table, bar chart and pie chart.</p>
--	---

Age-related Learning Opportunities for Science and Technology Class 1-5 C4	Relevant Learning Descriptors
Children should have the opportunity: Tool Use	Progressing Tool Use Children can use a range of tools safely,

- To learn to use a wider range of tools safely and for a purpose (TE, PS)

Living Things and Habitats

- To explore the wider local natural environment with purpose (DE, N)
- To observe the physical environment, and notice the impact of it on native plants and animals (O, DA)
- To notice examples of human impact (both positive and negative) on environments (O, DA)
- To create vivid mental images of animals, their habitats, and their behaviours (IV, EI, UC)
- To compare and contrast animal and human ways of moving, manipulating, sensing and reproducing, and the kinds of food that they consume. (IV, EI, CH, UC, CC)
- To explore the close relationship of all living creatures to the human being (DA, UC, CC)
- To experience a wide range of technical vocabulary specific to animals, including humans (IN, DA)
- To explore the effects of puberty on both male and female human bodies (DA, IN)

Energy and Forces

- To explore how fire can be harnessed and intensified to effect changes to materials (EE, TE, DE, O, DA, IN)
- To explore forces in a practical way through lifting, pushing, pulling, and using tools to multiply force (DE, EE)
- To explore how animals' adaptations help them to move in effective ways in different media (O, DA, IV, EI, CH, UC)

Materials

- To explore how materials can be processed with heat, e.g. firing clay, cooking bread (N, O, IN)
- To explore how local materials have

effectively and appropriately, talking about risks and how to manage them. They listen carefully to and follow instructions about how to use new tools, and take part in ensuring that equipment is well cared for.

Progressing Living Things and Their Habitats

Children can describe the wider local environment, talking about the how it affects the plants and animals that live in it. They can discuss the positive and negative impacts that human beings have had on the local area. Children can describe a number of different animals from around the world, using accurate vocabulary, including where they live, their life cycles, what they eat and how they behave. Children demonstrate the detailed mental images that they have created through their writing, pictures, paintings and models. They can compare and contrast animals and humans, comparing the functions of human tool use with animals' anatomy, and talking about other similarities and differences. Children can describe the effects of puberty on the human body, and understand a range of ways to manage menstruation.

Progressing Energy and Forces

With support, children can safely use a fire apparatus such as an oven or kiln. They can talk about the precautions they take to ensure their own and others' safety and demonstrate their understanding in practice. Children can talk about how force can be applied through the use of tools, and demonstrate their understanding in practical ways. They can describe the ways in which different animals move on land, in the air and through water, and how their body shape and size makes this easier or harder.

Progressing Materials

Children can describe the changes that occur in materials which have been subjected to intense heat, using accurate vocabulary. They can talk about raw materials that are available in the local environment, how these were processed, and how the products were used. If available skills and resources allow,

<p>been processed in traditional industries, e.g. charcoal, pottery (N, DA, IV)</p> <ul style="list-style-type: none"> To explore a craft of the teacher's choosing, depending on available skills and resources <p>History and Culture</p> <ul style="list-style-type: none"> To explore the connections between local environment and industrial history (N, O, DA, IV) To explore the history of the development of writing (DE, TE, PS) 	<p>children can learn some basic methods and techniques to transform a material through additional craft teaching.</p> <p>Progressing History and Culture</p> <p>Children can talk about local historical industries and their connection to the local natural environment and available resources. With support and instruction they can make a functioning pen and usable paper, and talk about the sequence of processes involved.</p>
---	--

Age-related Learning Opportunities for Modern Foreign Languages (All) C4	Relevant Learning Descriptors
<p>Children should have the opportunity:</p> <ul style="list-style-type: none"> To explore the language of giving and understanding directions to a place To learn the letters of the alphabet in the target language To continue to learn new stories, songs, verses, rhymes, tongue twisters and idiomatic sayings To take part in role plays and dialogues To encounter simple grammatical structures, e.g. present tense forms of common verbs with pronouns, nouns with articles, plural forms, simple prepositions etc To encounter the written form of familiar oral rhymes, stories, verses etc To explore the written form of familiar oral language, e.g. through word families (e.g. a list of body parts, simple commands etc), declensions etc To encounter simple, unfamiliar text To practise writing simple sentences of their own composition 	<p>Progressing Fluency</p> <p>Children can talk confidently about everyday life, taking part in activities, role plays and dialogues and demonstrating a wide oral vocabulary, including language around giving directions to a place and spelling out familiar words e.g. their name. They can sing/recite a number of songs, verses, rhymes and tongue twisters and can understand and use some idiomatic phrases. Children use the correct verb form in the present tense for many common verbs, including some irregular ones, and the correct article and plural form for many nouns. They can read simple unfamiliar texts, and write about things they have experienced in short sentences.</p>

Age-related Learning Opportunities for Geography C4	Relevant Learning Descriptors
---	-------------------------------

<p>Children should have the opportunity:</p> <ul style="list-style-type: none"> • To physically explore the local environment, e.g. on foot, by bicycle, from high vantage points (church tower, viewpoint) etc • To explore the origins and connections to the local physical geography of local industries, transport routes (roads, railways, canals, airports, harbours) and settlements. • To explore local legend and history. • To encounter and use appropriate geographical vocabulary for local features. • To explore geographical connections between the local area and other places. • To draw and write about their experiences. • To explore the construction of maps from simple imaginative portrayals to more accurate scaled representations showing different topographical and human geographical features. • To explore cardinal directions and the use of a compass. • To experience and record local weather throughout the year and its impact on everyday local life (e.g. clothing, road gritting, vernacular architecture etc) 	<p>Progressing Geography</p> <p>Children can talk and write about the origins and character of the place they live in, using appropriate geographical vocabulary. They can describe the origins of local traditional industries and their connection to the availability of natural resources.</p> <p>Children can represent their concrete and experiential geographical understanding of the local environment by making simple maps, using legends and cardinal compass directions.</p>
--	---