Hayfield Cross CofE School

Overview of Curriculum Coverage

This document contains the coverage of the National Curriculum from years 1 to 4 within our school.

Each year group teaches three whole school-themed topics throughout the academic year; Time Travellers in the autumn term, All God's Creations in the spring term and Intrepid Explorers in the summer term.

Included within each year group is;

- Which writing genres they will cover throughout the year,
- A progression of maths objectives that they are expected to cover throughout the year,
- The coverage of science objectives specific to their year group,
- The coverage of foundation subject objectives. E.g. History, Geography, Art and Design and Technology,
- The schemes and units followed and taught within Music, Religious Education, Computing, Physical Education and Modern Foreign Languages (for KS2 only).

The 'Working Scientifically', 'art' and 'design and technology' objectives will be constantly referred to as they thread throughout the year and are not taught discretely.

There is also reference to whole-school or specific year group enrichment opportunities throughout the year. This includes opportunities for social, moral, spiritual and cultural links or celebrations.

Our whole school values and British Values (from the Department for Education) are promoted throughout the curriculum wherever possible.

Whole School Values: Joy, Fellowship and Integrity.

British Values: Democracy, Rule of the Law, Individual Liberty and mutual respect for and tolerance of others with different faiths and beliefs and for those without faith.

These values also play a key part within our Collective Worship focusses throughout each term.

Year 1 Long Term Plan

Whole School Theme	Time Travellers	All God's Creations	Intrepid Explorers
Topic Name	**Pumpkins and portcullises**	**How does your garden grow?**	**Best of Britain**
	National Curriculum Links	**National Curriculum Links**	**National Curriculum Links**
English Genres	**Narrative:** Traditional Tales **Non-Fiction:** Instructions **Poetry:** The King's Breakfast by A.A Milne	**Narrative:** Well-known stories **Non-Fiction:** Bean diaries/recount **Poetry:** Shape poems	**Narrative:** Well-known stories **Non-Fiction:** Labelling and captions
Mathematics	**Number and Place Value:** Count to and across 100, forwards and backwards (from 0 and then any other number) TO 10 Read and write numbers to 10 in numerals. Identify and represent numbers using objects and pictorial representations. Use the language of equal to, more than and less than. Read and write numbers from 0-20 in words. Count up and back in twos. Find 1 more or less than a given number. **Addition and Subtraction:** Represent and use number bonds to 10. Identify related subtraction facts to 10. Read and write + - and = signs to make mathematical statements. **Measurements:** Sequence events in chronological order using language. Recognise and use the language relating to days of the week and months of the year. **Properties of Shapes:** Recognise and name common 2D shapes.	**Number and Place Value:** Use the language of: equal to, more than, less than. Count up and back in tens. Count up and back in fives (in a circular shape – clock face) **Addition and Subtraction:** Add and subtract 1-digit and 2-digit numbers to 20. Read and write + - and = signs to make mathematical statements. Represent and use number bonds and related subtraction facts to 20. Add and subtract 1-digit and 2-digit numbers to 20. Read and write + - and = signs to make mathematical statements. Represent and use number bonds and related subtraction facts to 20. **Multiplication and Division:** Multiplication using arrays. Use concrete objects and pictorial representations. (Repeated addition). Division using sharing of concrete objects and pictorial representations (repeated subtraction). **Measurements:** Compare and describe lengths and heights. Compare and describe mass and weight. **Properties of Shapes:** Naming and recognising 3D shapes.	**Addition and Subtraction:** One step problems using addition and subtraction. Missing numbers/inverse etc. **Multiplication and Division:** One step problems using multiplication and division. Missing numbers/inverse etc **Fractions**: Finding half as one of two equal parts of an object, shape or quantity. Finding quarter as one part of 4 equal parts of an object, shape or quantity. **Measurements:** Compare and describe capacity and volume (full/empty, half full/quarter full etc). Recognise and know the value of different denominations of coins and notes (link to topic on GB). Telling the time (to the hour and half past using an analogue clock). **Position and Direction:** Describe position (half, quarter, full turns)

Science	Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials. Describe the simple physical properties of a variety of every day materials. Compare and group together a variety of everyday materials on the basis of their physical properties.	Identify and name a variety of common wild and garden plants including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants including trees. Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies. **British and/or School Values:** Joy – in nature	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals who are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Science: Working scientifically	Asking simple questions and recognising that they can be answered in different ways. Observing closely using simple equipment. Performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.	Asking simple questions and recognising that they can be answered in different ways. Observing closely using simple equipment. Performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.	Asking simple questions and recognising that they can be answered in different ways. Observing closely using simple equipment. Performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.
History	Significant historical events, people and **places** in their own locality. **British and/or School Values:** Democracy The Rule of Law	Significant historical events, **people** and places in their own locality.	The lives of significant individuals in the past who have contributed to national and international achievements. Significant historical events, **people** and places in their own locality. **British and/or School Values:** Individual Liberty
Geography	Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.	To use basic geographical vocabulary to refer to key physical and human features. To use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage. Use simple compass directions and locational and directional language to describe the location of features and routes on a map.	Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas.
Art	To use a range of materials creatively to design and make products. To use drawing painting and sculpture to develop and share their ideas experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape and space. About the work of a range of artists, craft makes and designers. Describing the differences and similarities between different practices and disciplines and making links to their own work.	To use a range of materials creatively to design and make products. To use drawing painting and sculpture to develop and share their ideas experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape and space. About the work of a range of artists, craft makes and designers. Describing the differences and similarities between different practices and disciplines and making links to their own work.	To use a range of materials creatively to design and make products. To use drawing painting and sculpture to develop and share their ideas experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape and space. About the work of a range of artists, craft makes and designers. Describing the differences and similarities between different practices and disciplines and making links to their own work.

DT (Design and Technology)	Design purposeful, functional appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing templates, mock-ups and where appropriate ICT. Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components including construction materials, textiles and ingredients according to their characteristics. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Build structures, exploring how they can be made stronger and more stable. Explore and use mechanisms in their products. **Cooking and nutrition:** Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.	Design purposeful, functional appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing templates, mock-ups and where appropriate ICT. Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components including construction materials, textiles and ingredients according to their characteristics. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Build structures, exploring how they can be made stronger and more stable. Explore and use mechanisms in their products. **Cooking and nutrition:** Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.	Design purposeful, functional appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing templates, mock-ups and where appropriate ICT. Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components including construction materials, textiles and ingredients according to their characteristics. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Build structures, exploring how they can be made stronger and more stable. Explore and use mechanisms in their products. **Cooking and nutrition:** Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.
Computing	**ICompute Scheme** iAlgorithm – Off-computer activities to support understanding of algorithms	**ICompute Scheme** iWrite – Creating and manipulating digital text iPad Unit – iMove, iDirect, iCollect and iChallenge	**ICompute Scheme** iProgram – Creating and following algorithms. Programming physical and virtual toys
Music	**Charanga Music Scheme** Term 1: Hey You! – Old school hip-hop Term 2: Rhythm in the way we walk and Banana Rap – Reggae and hip hop	**Charanga Music Scheme** Term 1: In the Groove – Blues, Latin, Folk, Funk, Baroque and Bhangra Term 2: Round and Round - Latin American	**Charanga Music Scheme** Term 1: Your Imagination Term 2: Reflect, rewind and replay – option to look at all of the extension activity documents.
PE (Physical Education)	**Real P.E Scheme –** Unit 1 Personal Focus – Floor Movement Patterns and one leg standing static balance Unit 2 Social Focus – Dynamic balance to agility and seated static balance **British and/or School Values:** Fellowship	**Real P.E Scheme ––** Unit 3 Cognitive Focus – Dynamic balance and small base static balance Unit 4 Creative Focus – Ball skills and counter balance in pairs	**Real P.E Scheme –** Unit 5 Physical Focus – coordination with equipment and reaction/response Unit 6 Health & Fitness Focus – ball chasing and static balance floor work
R.E (Religious Education)	**Northants Agreed Syllabus** People in Christianity – What can we learn from Jesus and Saint Francis? **British and/or School Values:** Mutual respect and tolerance of others Fellowship	**Northants Agreed Syllabus** Places in Christianity – What makes a place special for Christians? **British and/or School Values:** Mutual respect and tolerance of others Fellowship	**Northants Agreed Syllabus** Books and Stories – What do Christians learn from the Bible? **British and/or School Values:** Mutual respect and tolerance of others Fellowship

Enrichment and Social, Moral, Spiritual and Cultural Opportunities	Diwali Harvest Festival One World Week Remembrance Day Christmas	Chinese New Year Online Safety Week World Book Day Easter International Earth Day Mother's Day St. George's Day	Sports Day Father's Day Christian Aid Week Healthy Eating Week

Year 2 Long Term Plan

Whole School Theme	Time Travellers	All God's Creations	Intrepid Explorers
Topic Name	**Big, Bright and Brilliant**	**Deadly 60**	**Journey of a Lifetime**
	National Curriculum Links	**National Curriculum Links**	**National Curriculum Links**
English Key Texts & Genres	**Narrative:** Songs of the sea – Fantasy story **Non-Fiction:** Diary and Letter writing **Poetry:** Poems using the senses	**Narrative:** Rooted – a story with a familiar setting George and the Dragon – Adventure story **Non-Fiction:** Non chronological reports **Poetry:** Rhyming Poems	**Narrative:** Crow's Tale – A quest story **Non-Fiction:** Travel Journals Non-chronological reports **Poetry:** Shape Poems
Mathematics	**Number and Place Value:** Identify, represent and estimate numbers using different representations including the number line. Read and write numbers to at least 100 in numerals and words. Compare and order numbers from 0-100 and use < > = signs. Recognise the place value of each digit in a two-digit number Count in steps of 2 and 5 from 0 and any given number, forward and backwards. Count in tens from any number forwards and backwards. Use place value and number facts to solve problems. **Addition and Subtraction:** Use concrete objects and pictorial representations, including those involving numbers, quantities and measures. Recall addition facts to 20 fluently. Show that addition can be done in any order (commutative) and subtraction cannot. Add/subtract a 2-digit number and ones using objects, pictorial representations and mentally. Add/subtract a 2-digit number and tens. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. Add/subtract two 2-digit numbers using concrete objects and pictorial representations. Add three 1-digit numbers mentally (use number bond knowledge to support).	**Number and Place Value:** Count in steps of 3 from 0 and from any number, forward and backwards. **Addition and Subtraction:** Apply increasing knowledge of written and mental methods for + and – Recall addition and subtraction facts up to 100. **Multiplication and Division:** Calculate mathematical statements for multiplication and division and write them using x and = signs Show that multiplication of two numbers can be done in any order (commutative) and division cannot. Recall and use multiplication and division facts for 2x, 5x and 10x tables. Solve problems involving multiplication and division. **Measurements:** Compare and order lengths using < > and = Choose and use appropriate standard units of measure for length/height (cm/m) Compare and order mass using < > and = Choose and use appropriate standard units of measure for mass (kg/g) and temperature (C) Tell and write the time to five minutes, including quarter past/to the hour and draw hands on a clock face to show these. Compare and sequence intervals of time. Know the number of minutes in an hour and hours in a day.	**Fractions:** Recognise, find, name and write fractions 1/3, ☐, 2/4 and ☐ of a length, shape, set of objects or quantity. Write simple fractions e.g. 1/6 of 6 = 3 and recognise equivalence of 2/4 and ☐. **Measurements:** Compare and order volume/capacity using < > and = Choose and use appropriate standard units of measuring capacity (l/m) Solve problems in a practical context involving + - of money of the same unit including giving change. **Position and Direction:** Distinguish rotation in terms of right angles for quarter, half and three quarter turns.

	Multiplication and Division: Recall and use multiplication facts for 2, 5 and 10x tables. Recognise odd and even numbers (2x tables). **Measurements:** Order and arrange combinations of mathematical objects in patterns and sequences. Use positional vocabulary to describe position, direction and movement. Use symbols for pounds and pence. Find different combinations of coins that equal the same amount (link to + or x)	**Properties of Shapes:** Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. Identify 2D shapes on the surface of 3D shapes. Compare and sort common 2D and 3D shapes and everyday objects. **Statistics:** Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer questions about totalling and comparing categorical data.	
Science:	Identify and compare the suitability of a variety of everyday materials for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Explore and compare the differences between things that are living, dead and things that have never been alive. Describe how animals obtain their food from plants and other animals using the idea of a simple food chain. Identify and name different sources of food. Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Notice that animals including humans have offspring that grow into adults. Find out about and describe the basic needs of animals including humans for survival. Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. **British and/or School Values:** Moral/Ethical Issues	Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs for different kinds of animals and plants. Identify and name a variety of plants and animals in their habitats including micro-habitats.
Science: Working scientifically	Asking simple questions and recognising that they can be answered in different ways. Observing closely using simple equipment. Performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.	Asking simple questions and recognising that they can be answered in different ways. Observing closely using simple equipment. Performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.	Asking simple questions and recognising that they can be answered in different ways. Observing closely using simple equipment. Performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.

History	Events beyond living memory that are significant nationally or globally. Significant historical events, **people** and places in their own locality. **British and/or School Values:** Individual Liberty Joy – personal talents/attributes	Changes within living memory; these should be used to reveal change in national life.	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
Geography	Use aerial photograph and plan perspectives to recognise landmarks and basic human and physical features. Devise a simple map and use and construct basic symbols in a key.	Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the north and south poles.	Name and locate the world's seven continents and five oceans. Understand geographical similarities and difference through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country. *Focus on comparing an area of Australia with an area within the UK* **British Values:** Mutual respect and tolerance of others Fellowship
Art	To use a range of materials creatively to design and make products. To use drawing painting and sculpture to develop and share their ideas experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape and space. About the work of a range of artists, craft makes and designers. Describing the differences and similarities between different practices and disciplines and making links to their own work.	To use a range of materials creatively to design and make products. To use drawing painting and sculpture to develop and share their ideas experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape and space. About the work of a range of artists, craft makes and designers. Describing the differences and similarities between different practices and disciplines and making links to their own work.	To use a range of materials creatively to design and make products. To use drawing painting and sculpture to develop and share their ideas experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape and space. About the work of a range of artists, craft makes and designers. Describing the differences and similarities between different practices and disciplines and making links to their own work.
DT (Design and Technology)	Design purposeful, functional appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing templates, mockups and where appropriate ICT. Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components including construction materials, textiles and ingredients according to their characteristics. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Build structures, exploring how they can be made stronger and more stable. Explore and use mechanisms in their products. **Cooking and nutrition:** Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.	Design purposeful, functional appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing templates, mockups and where appropriate ICT. Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components including construction materials, textiles and ingredients according to their characteristics. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Build structures, exploring how they can be made stronger and more stable. Explore and use mechanisms in their products. **Cooking and nutrition:** Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.	Design purposeful, functional appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing templates, mockups and where appropriate ICT. Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components including construction materials, textiles and ingredients according to their characteristics. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Build structures, exploring how they can be made stronger and more stable. Explore and use mechanisms in their products. **Cooking and nutrition:** Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.

Computing	**ICompute Scheme** iProgram – Creating simple animations	**ICompute Scheme** iSafe – Personal Information and being safe online **British and/or School Values:** Individual Liberty The Rule of Law Integrity iPad unit – iLearn, iPredict, iDifferent, iNest and iFix	**ICompute Scheme** iSearch – Using the web to find things out
Music	**Charanga Music Scheme** Term 1: Hands, heart, feet – South African style Term 2: Ho, Ho, Ho	**Charanga Music Scheme** Term 1: I wanna play in a band – Rock styles Term 2: Zootime – Reggae music	**Charanga Music Scheme** Term 1: Friendship Song **British and/or School Values:** Fellowship Term 2: Reflect, rewind and replay – option to look at all of the extension activity documents.
PE (Physical Education)	**Real P.E Scheme –** Unit 1 Personal Focus – Floor Movement Patterns and one leg standing static balance Unit 2 Social Focus – Dynamic balance to agility and seated static balance **British and/or School Values:** Fellowship	**Real P.E Scheme –** Unit 3 Cognitive Focus – Dynamic balance and small base static balance Unit 4 Creative Focus – Ball skills and counter balance in pairs	**Real P.E Scheme –** Unit 5 Physical Focus – coordination with equipment and reaction/response Unit 6 Health & Fitness Focus – ball chasing and static balance floor work
R.E (Religious Education)	**Northants Agreed Syllabus** Questions about God – How do a Christians ideas of God compare with my own?	**Northants Agreed Syllabus** Family in Judaism – How does being Jewish make a difference to family and celebration? **British and/or School Values:** Mutual respect and tolerance of others Fellowship	**Northants Agreed Syllabus** The Torah – How does the Torah influence the lives of Jewish people? **British and/or School Values:** Mutual respect and tolerance of others Fellowship
Enrichment and Social, Moral, Spiritual and Cultural Opportunities	Diwali Harvest Festival One World Week Remembrance Day Christmas	Chinese New Year Online Safety Week World Book Day Easter International Earth Day Mother's Day St. George's Day	Sports Day Father's Day Christian Aid Week Healthy Eating Week

Year 3 Long Term Plan

Whole School Theme	Time Travellers	All God's Creations	Intrepid Explorers
Topic Name	**Stones and Bones**	**The Secret Life of Plants**	**The Wild West**
	National Curriculum Links	**National Curriculum Links**	**National Curriculum Links**
English Key Texts & Genres	**Narrative:** Topic themed stories - Stone Age Boy The First Drawing Stone Soup **Non-Fiction:** Persuasive text/sales advert Instructions for recipe/how to light a fire **Poetry:** Body poetry	**Narrative:** Traditional short story - The Happy Prince by Oscar Wilde **Non-Fiction:** Non-chronological report on plants. Instructions for recipes **Poetry:** Plants/Fruit and Veg poetry	**Narrative:** Stories from other cultures **Non-Fiction:** Persuasive advert/brochure Recount as diary entries Newspaper reports **Poetry:** Cowboy songs/poems
Mathematics	**Number and Place Value:** Read and write numbers to at least 1000 in numerals and words. Recognise the place value of each digit in a three-digit number (hundreds, tens, units). Identify, represent and estimate numbers using different representations. Compare and order numbers up to 1000 use < > and = signs. Find 10 or 100 more/less than a given number. Count on from 0 in multiples of 100. Count from 0 in multiples of 4. **Addition and Subtraction:** Estimate the answer to a calculation. Add and subtract numbers mentally. HTU + U Use inverse operations to check answers. Add and subtract numbers mentally. HTU + T HTU + H Solve missing number problems using mental addition and subtraction HTU + T **HTU + H** **Multiplication and Division:** Recall and use x and ☐acts for 3x and 4x tables Solve problems including missing numbers using x and ☐ (3x and 4x tables)	**Number and Place Value:** Count from 0 in multiples of 8. Count on from 0 in multiples of 50. **Addition and Subtraction:** Add numbers with up to 3-digits using formal methods (expanded column method) Solve problems using number facts and place value. **Multiplication and Division:** Recall and use x and ☐acts for 8x tables. Solve problems including missing numbers using x and ☐ (8x tables) Solve problems using x and ☐r positive scaling and correspondence problems Write and calculate mathematical statements for x and ☐using the multiplication tables they know, including for 2-digit x 1-digit numbers **Fractions:** Recognise, find and write fractions of a set of discrete objects (unit fractions and non-unit fractions with a small denominator) Recognise that tenths arise from dividing and object, 1-digit number or quantity into 10 equal parts. Count up and down in tenths Recognise and use fractions as numbers; unit fractions and non-unit fractions with small denominators (on a number line etc)	**Multiplication and Division:** Progress to formal written calculations for x and ☐ Solve problems using x and ☐r positive scaling **Properties of Shapes:** Recognise angles as a property of a shape or a description of a turn Identify whether angles are greater or lesser than a right angle **Fractions:** Recognise and show using diagrams, equivalent fractions with small denominators Compare and order unit fractions and fractions with the same denominators Add and subtract fractions with the same denominator (1/6 + 2/6 = 3/6) Solve problems using all fraction knowledge **Position and Direction:** Identify right angles as turns **Statistics:** Solve one step and two step problems using information presented in scaled bar charts and pictograms and tables **Measurements:** Tell and write the time using analogue, roman numerals and 12hr/24hr clocks. Use vocabulary o'clock, am/pm, morning, afternoon, noon and midnight. Tell and write the time to the nearest minute. Record and compare durations of time.

	Properties of Shapes: Identify lines as horizontal and vertical and identify pairs of parallel or perpendicular lines. Draw 2D shapes. Find the perimeter of 2D shapes. Recognise 3D shapes in different orientations and describe them. Make 3D shapes using modelling materials **Statistics:** Interpret and present data using bar charts, pictograms and tables.		
Science:	**LIGHT:** Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change. **BIOLOGY:** Identify that humans and some other animals have skeletons and muscles for support, protection and movement. **ROCKS:** Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within a rock. Recognise that soils are made from rocks and organic matter.	**PLANTS:** Identify and describe the functions of different parts of flowering plants; roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. **British and/or School Values:** Joy – in nature **ANIMALS:** Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.	**FORCES AND MAGNETS:** Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Science: Working scientifically	Ask relevant questions and use different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests Make systematic and careful observations and where appropriate take accurate measurements using standard units, using a range of equipment including thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identify differences, similarities or changes related to simple scientific ideas and processes Use straightforward scientific evidence to answer questions or to support their findings	Ask relevant questions and use different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests Make systematic and careful observations and where appropriate take accurate measurements using standard units, using a range of equipment including thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identify differences, similarities or changes related to simple scientific ideas and processes Use straightforward scientific evidence to answer questions or to support their findings	Ask relevant questions and use different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests Make systematic and careful observations and where appropriate take accurate measurements using standard units, using a range of equipment including thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identify differences, similarities or changes related to simple scientific ideas and processes Use straightforward scientific evidence to answer questions or to support their findings
History	Changes in Britain from the Stone Age to the Iron Age. – Late Neolithic hunter-gatherers and early farmers (Skara Brae) – Bronze Age religion, technology and travel E.g. Stonehenge – Iron Age hill forts; tribal kingdoms, farming, art and culture. **British and/or School Values:** Mutual respect and tolerance for others	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 *Sir Francis Bacon and his experiments with soil.*	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 *Sir Walter Raleigh and his voyage to North America and the first English Colony in America.* **British and/or School Values:** Mutual respect and tolerance for others Fellowship
Geography	Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Focus on the human and physical geography of significant prehistoric sites. E.g. Skara Brae, Flag Fen and Stone Henge.		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. *Focus on North America (USA).* Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass to build their knowledge of the United Kingdom and the wider world.

Art	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 –	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	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
DT (Design and Technology)	When designing and making, pupils should be taught to: – 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 – 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 – apply their understanding of how to strengthen, stiffen and reinforce more complex structures – understand and apply the principles of a healthy and varied diet – prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques – Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. –	When designing and making, pupils should be taught to: – 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 – 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 and apply the principles of a healthy and varied diet – prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques – Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	When designing and making, pupils should be taught to: – 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 – 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 electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] – apply their understanding of computing to program, monitor and control their products.
Computing	**ICompute Scheme** iProgram – Games and animation development	**ICompute Scheme** isafe – staying safe online **British and/or School Values:** Individual Liberty The Rule of Law Integrity	**ICompute Scheme** iAlgorithm – Sorting and splitting. How can problems be solved more easily? iPad unit – iRoll, iChoose, iLoop and iPractise

Music	**Charanga Music Scheme** Term 1: Let your spirit fly – R&B/Soul **British and/or School Values:** Mutual Respect and tolerance of others Fellowship Term 2: Glockenspiel stage 1 – learning to play the language of music using a glockenspiel **(Starting from stage 1 as this scheme is new this year).**	**Charanga Music Scheme** Term 1: Three Little Birds – Reggae Music Term 2: The Dragon Song	**Charanga Music Scheme** Term 1: Bringing Us Together **British and/or School Values:** Fellowship Term 2: Reflect, rewind and replay – option to look at all of the extension activity documents.
PE (Physical Education)	**Real P.E Scheme –** Unit 1 Personal Focus – Floor Movement Patterns and one leg standing static balance Unit 2 Social Focus – Dynamic balance to agility and seated static balance **British and/or School Values:** Fellowship	**Real P.E Scheme –-** Unit 3 Cognitive Focus – Dynamic balance and small base static balance Unit 4 Creative Focus – Ball skills and counter balance in pairs	**Real P.E Scheme –** Unit 5 Physical Focus – coordination with equipment and reaction/response Unit 6 Health & Fitness Focus – ball chasing and static balance floor work
R.E (Religious Education)	**Northants Agreed Syllabus** Jesus as an Inspiration – Why is Jesus an Inspirational Leader to some people? **British and/or School Values:** Integrity The Church Year – Christmas Is Christmas a festival of Light or Love?	**Northants Agreed Syllabus** Values – What matters most to Christians and Humanists? **British and/or School Values:** Mutual Respect and tolerance of others Fellowship The Church Year – Easter Is Easter a Festival of New Life or Sacrifice?	**Northants Agreed Syllabus** Spiritual Art – How do people express their spiritual ideas through the arts? **British and/or School Values:** Individual Liberty Joy
Enrichment and Social, Moral, Spiritual and Cultural Opportunities	Diwali Harvest Festival One World Week Remembrance Day Christmas	Chinese New Year Online Safety Week World Book Day Easter International Earth Day Mother's Day St. George's Day	Sports Day Father's Day Christian Aid Week Healthy Eating Week

Year 4 Long Term Plan

Whole School Theme	Time Travellers	All God's Creations	Intrepid Explorers
Topic Name	**Building an Empire**	**Blood, bones and Body Bits**	**Searchers and Settlers**
	National Curriculum Links	**National Curriculum Links**	**National Curriculum Links**
English Key Texts & Genres	**Narrative:** Escape from Pompeii Thieves of Ostia Float **Non-Fiction:** Persuasive writing – Why build a new road in our area? **Poetry:** Roman poems – The Fall of Rome	**Narrative:** Iron Man Bike Boy **Non-Fiction:** Non-chronological reports Instructions on how to keep fit **Poetry:** Body Poems – The Boneyard Rap	**Narrative:** Beowolf Aladdin **Non-Fiction:** Recounts Instructions on how to make a Viking Ship **Poetry:** Viking Poems
Mathematics	**Number and Place Value:** Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). Identify, represent and estimate numbers using different representations. Order and compare numbers beyond 1000. Round any number to the nearest 10, 100 or 1000. Solve number and practical problems that involve all of the above and with increasingly large positive numbers. Count in multiples of 25 and 1000. Find 1000 more or less than a given number. Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of z **Addition and Subtraction:** Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Estimate and use inverse operations to check answers to a calculation. Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. **Measurements:** Read, write and convert time between analogue and digital 12- and 24-hour clocks. Convert between different units of measure [for example, kilometre to metre; hour to minute].	**Number and Place Value:** Count in multiples of 6. Recognise and use factor pairs and commutativity in mental calculations. Count backwards through zero to include negative numbers. Count in multiples of 7. Solve number and practical problems that involve all of the above and with increasingly large positive numbers. **Multiplication and Division:** Recall multiplication and division facts for multiplication tables up to 12 x 12. Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1 and also dividing by 1. Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. **Fractions:** Add and subtract fractions with the same denominator. Recognise and show, using diagrams, families of common equivalent fractions. Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.	**Number and Place Value:** Count in multiples of 9. Solve number and practical problems increasingly large positive numbers. **Fractions:** Round decimals with one decimal place to the nearest whole number. Compare numbers with the same number of decimal places up to two decimal places. Solve simple measure and money problems involving fractions and decimals to two decimal places. **Measurements:** Find the area of rectilinear shapes by counting squares. Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. **Position and Direction:** Describe positions on a 2-D grid as coordinates in the first quadrant. Describe movements between positions as translations of a given unit to the left/right and up/down. Plot specified points and draw sides to complete a given polygon.

	Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days **Properties of Shapes:** Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Identify acute and obtuse angles and compare and order angles up to two right angles by size.	Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths. Recognise and write decimal equivalents of any number of tenths or hundredths. Recognise and write decimal equivalents to 1 /4, 1 /2, 3 /4. **Measurements:** Estimate, compare and calculate different measures, including money in pounds and pence. **Properties of Shapes:** Identify lines of symmetry in 2-D shapes presented in different orientations. Complete a simple symmetric figure with respect to a specific line of symmetry.	
Science:	**Living things and their habitats:** Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things. **States of matter:** Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (□C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	**Animals, including humans:** 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. **Sound:** Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases.	**Electricity:** Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors.

Science: Working scientifically	Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Using straightforward scientific evidence to answer questions or to support their findings. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Identifying differences, similarities or changes related to simple scientific ideas and processes Using straightforward scientific evidence to answer questions or to support their findings.	Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identifying differences, similarities or changes related to simple scientific ideas and processes Using straightforward scientific evidence to answer questions or to support their findings. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Using straightforward scientific evidence to answer questions or to support their findings.	Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identifying differences, similarities or changes related to simple scientific ideas and processes Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Using straightforward scientific evidence to answer questions or to support their findings.
History	The Roman Empire and its impact on Britain Examples (non-statutory) This could include: Julius Caesar's attempted invasion in 55-54 BC The Roman Empire by AD 42 and the power of its army. Successful invasion by Claudius and conquest, including Hadrian's Wall. British resistance, for example, Boudica. 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity **British and/or School Values:** Democracy The Rule of Law Individual Liberty	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 *Advances in the history of Medicine and Biology*	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-statutory) This could include: Viking raids and invasion Resistance by Alfred the Great and Athelstan, first king of England Further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066 **British and/or School Values:** Democracy The Rule of Law Individual Liberty
Geography	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. *Focus on the Roman Empire and Roman Towns in the UK.* Physical geography of Pompeii, including: volcanoes and earthquakes, and the water cycle.		Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water *Focus on comparing Viking settlements in the UK with Scandinavia.* Physical geography of Iceland, including: rivers, mountains, volcanoes and earthquakes **British and/or School Values:** Integrity Fellowship

Art	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] To learn about great artists, architects and designers in history.	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] To learn about great artists, architects and designers in history	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] To learn about great artists, architects and designers in history
DT (Design and Technology)	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 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 Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	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 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 Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	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 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 Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
Computing	**ICompute Scheme** iProgram – Making shapes and navigating mazes	**ICompute Scheme** iConnect – Computer networking and using web browsers and search engines safely and effectively **British and/or School Values:** Individual Liberty The Rule of Law Integrity	**ICompute Scheme** iData – Introduction to data representation iPad unit – iBot, iJump, iOverload, iAbstract and iLoop
Music	**Charanga Music Scheme** Term 1: Mamma Mia – a timeless pop song from the 70s. Term 2: Glockenspiel stage 1 – learning to play the language of music using a glockenspiel **(Starting from stage 1 as this scheme is new this year).**	**Charanga Music Scheme** Term 1: Stop! Term 2: Lean on Me - Gospel Music and its historical context.	**Charanga Music Scheme** Term 1: Blackbird Term 2: Reflect, rewind and replay – option to look at all of the extension activity documents.

PE (Physical Education)	**Real P.E Scheme –** Unit 1 Personal Focus – Floor Movement Patterns and one leg standing static balance Unit 2 Social Focus – Dynamic balance to agility and seated static balance **British and/or School Values:** Fellowship	**Real P.E Scheme —** Unit 3 Cognitive Focus – Dynamic balance and small base static balance Unit 4 Creative Focus – Ball skills and counter balance in pairs	**Real P.E Scheme –** Unit 5 Physical Focus – coordination with equipment and reaction/response Unit 6 Health & Fitness Focus – ball chasing and static balance floor work
R.E (Religious Education)	**Northants Agreed Syllabus** Christianity in Action – What difference do Christians make towards addressing some of the problems in the UK today? **British and/or School Values:** Integrity Fellowship	**Northants Agreed Syllabus** Muslim and Jewish – How and why do Muslims and Jews pray? **British and/or School Values:** Mutual Respect for and tolerance of others	**Northants Agreed Syllabus** Islam Five Pillars – Keeping the Five Pillars. What difference does it make? **British and/or School Values:** Mutual Respect for and tolerance of others
Enrichment and Social, Moral, Spiritual and Cultural Opportunities	Diwali Harvest Festival One World Week Remembrance Day Christmas	Chinese New Year Online Safety Week World Book Day Easter International Earth Day Mother's Day St. George's Day	Sports Day Father's Day Christian Aid Week Healthy Eating Week