



# **Curriculum Guide**

## **2020-2021**

### *Year 4*

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## Curriculum Overviews Years 1-6

### The School in Context

The International School of Bucharest was founded in 1996 to serve a Turkish expatriate community of 17 students. The curriculum was taught in English. From this very small beginning, the school quickly evolved. In 2001 the school qualified as a CIE exam centre in order to offer IGCSE examinations; by achieving this status and including the IGCSE and A level program the school's reputation grew. By 2003 the number on role had increased to 350. This forced the school to look for new premises. The site in Pantelimon was decided upon and, with generous support from the school community, the new campus was finally completed in 2008.

The school was awarded full accreditation with CIS (Council of International Schools) in August 2012, and was successfully registered as a member of COBIS (Council of British International Schools) in October 2013. In 2018, the IB was introduced

The ISB campus has developed into a highly regarded and well respected international school among the wider community in Bucharest and worldwide. The school campus benefits from a large gymnasium, field, 3 basketball courts, and additional play space. The Primary school has a well-equipped Early Years playground and two separate playgrounds for Key Stages 1 and 2; both with adventurous play facilities. Today the number on role has increased to over 700. In Primary, there are two forms per year group, three from Years 5 -11 and two forms in Years 12 and 13.

As the school has grown, the dynamic of the student population has also changed. Today there has been a significant shift in the primary school community: currently Romanians account for 60.5% of the number on role, 10.7% Chinese; Turkish students 8.7% and the remaining students of the school community draws from 25 different nationalities.

### Our Aims and Objectives

The school motto - LEARN -RESPECT -SUCCEED encompasses the school's mission statement, philosophy and objectives and is fully incorporated within the taught curriculum, hidden curriculum and co-curricular activities.

### Mission Statement and Aims

- The International School of Bucharest provides each student with a broad, balanced education in a safe and supportive environment.
- We promote an enjoyment of learning, creativity and excellence whilst working in close harmony with our diverse community.
- We enable students to reach their full potential and develop skills to become independent, respectful and caring adults who will be successful and contribute to global society.

### Philosophy

At the International School of Bucharest:

- We believe that all our pupils and staff are unique human beings, capable of spiritual, moral, intellectual and physical growth and development.
- We value truth, freedom, justice, human rights, the law and collective effort for the common good.
- We believe that pupils need to be taught to learn and build on new skills and develop socially.
- We value families as sources of love and support for all their members, and as the basis of a society in which people care for others. We believe we should respect the people, places and environment around us.
- We also wholly believe that pupils learn to value and treat others with respect, not only for what they have but also for what we can do for them.
- We recognise and celebrate achievement.
- We believe relationships are fundamental to the development and fulfilment of ourselves and others, and for the good of both the local and wider international community.

**Objectives**

- We aim to develop a love of learning, which will remain with the individual long after the process of formal education has finished.
- We will provide a balanced and broad curriculum which will include all pupils of different abilities and needs, from the Early Years Foundation Stage to Secondary.
- We offer a range of extracurricular activities and trips to broaden the experience of school for our pupils and to enrich their learning of academic and social skills.
- We will encourage cross-curricular learning, supported by advancements in technology wherever possible to enhance the learning of our pupils.
- We will provide our pupils with a stimulating and caring environment to learn within, where the development of the whole child is a priority. We also encourage our pupils to develop as independent learners who can make positive choices for their own learning and development.
- We fully encourage parents to take an active role in their child's education and development.
- We aim to reward achievement of all members of our school community for their successes.
- Our pupils are members of their local community and of our host country, Romania. We recognise our students come from a multitude of cultural, religious and ethnic backgrounds. We therefore seek to provide a secular education that reflects and draws from this diversity by embracing the ideals of international understanding and responsible citizenship.

### Primary School Organisation:

The aim of this curriculum Guide is to inform parents about the curriculum we follow at ISB; the subjects your children will learn at ISB, the teaching and learning strategies we use to deliver lessons in the classrooms and the methods of assessment we use to measure the progress the children have made. The details of the topics and learning objectives taught in each year group can be found in the final section.

The International School of Bucharest follows the English National Curriculum and the Cambridge. The school is divided into six developmental stages: the Early Years Foundation Stage and Key Stages 1 and 2 form the Primary School; Key Stages 3, 4 and 5 form the Secondary School and Sixth Form.

#### Primary:

Early Years Foundation Stage (EYFS):  
(Pre –Foundation, Foundation 1 and Foundation 2) → Key Stage 1:  
Years 1 and 2 → Key Stage 2:  
Years 3, 4, 5 and 6

#### Secondary:

Key Stage 3:  
Years 7, 8 and 9 → Key Stage 4:  
Years 10 and 11 → Key Stage 5:  
Years 12 and 13

The Early Years Foundation Stage Framework and the English National Curriculum Programmes of Study provide the framework for the skills and content we teach at ISB. The Content of the Programmes of Study are adapted to ensure ISB is culturally inclusive, maximises internationalism and meets the needs of all the children we teach in the context in which we live.

### Primary School Year Groups:

The English National Curriculum is carefully devised to match the level of cognitive, personal, social and emotional development of children. Children are placed in the class that matches their chronological age unless there are exceptional circumstances (for example special educational needs).

Year Group	Age	Date of Birth
<b>Pre- Foundation (FS0 - Rainbows)</b>	<b>2-3</b>	<i>The child must be 3 before the 31 August to move to Foundation 1</i>
<b>Foundation 1 (FS1 - Sunshine)</b>	<b>3-4</b>	<i>The child must be 4 before the 31 August of the year in Foundation 1</i>
<b>Foundation 2 (FS2 - Stars)</b>	<b>4-5</b>	<i>The child must be 5 before the 31 August of the year in Foundation 2</i>
<b>Year 1</b>	<b>5-6</b>	<i>The child must be 6 before the 31 August of the year in Year 1</i>
<b>Year 2</b>	<b>6-7</b>	<i>The child must be 7 before the 31 August of the year in Year 2</i>
<b>Year 3</b>	<b>7-8</b>	<i>The child must be 8 before the 31 August of the year in Year 3</i>
<b>Year 4</b>	<b>8-9</b>	<i>The child must be 9 before the 31 August of the year in Year 4</i>
<b>Year 5</b>	<b>9-10</b>	<i>The child must be 10 before the 31 August of the year in Year 5</i>
<b>Year 6</b>	<b>10-11</b>	<i>The child must be 11 before the 31 August of the year in Year 6</i>

### **How Do Children Learn at ISB?**

In ISB Primary, children are encouraged to enjoy their learning and to strive to succeed and take pride in themselves. Teachers plan a wide range of learning activities which are targeted to meet the individual needs of the children while collaborative learning is also highly valued. Practical activities using a wide variety of stimulating resources are used to support and enhance learning. Children are also provided with a wide range of opportunities to show what they have learned from simply recording in their exercise books to creating oral or written presentations, recording on video to creating models or diagrams and IT programs. Whilst every class has a timetable of discrete subject lessons, links are also made between subjects where relevant as cross-curricular learning can provide a valuable and meaningful context for children. Teachers take every opportunity to support children to develop their independent learning skills, providing opportunities for them to make decisions and take choices in their learning.

The curriculum is dynamic and teachers adapt the topics each year to address the needs and interests of the class they are teaching. The curriculum is often taught through an enquiry based approach. The programmes of study from the new English National Curriculum provide a comprehensive set of objectives which are adapted to meet the needs of our children; the objectives are progressive and describe in detail what the learner should know or be able to do by the end of each year of their primary education.

### **Learning in The Early Years Foundation Stage:**

The Foundation Stage establishes patterns and attitudes for the whole of your child's school life. It is vital that your child has a positive and fulfilling experience to prepare them for their future learning and successes. From when your child is born up until the age of 5, their early years' experience should be happy, active, exciting, fun and secure and support their development, care and learning needs.

The EYFS framework sets out welfare and developmental goals for children from birth to five years old. It is a comprehensive programme which includes:

- The requirements recommended to keep your child safe and promote their welfare;
- The seven areas of learning and development commended to keep your child safe and promote their welfare which guide professionals' engagement with your child's play and activities as they learn new skills and knowledge;
- Assessments that will tell you about your child's progress through the EYFS;
- Expected levels that your child should reach at age 5, usually the end of the Skills and Objectives: year; these expectations are called the 'Early Learning Goals (ELGs)'.

### **Areas of Learning in Early Years**

The Early Years Foundation Stage is a framework for children up to the age of five, setting out seven key areas of learning around which activities should be based.

Children should primarily develop the **3 prime areas** first. These are:

- Communication and language;
- Physical development;
- Personal, social and emotional development.

These prime areas are those most essential for your child's healthy development and future learning. As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are:

- Literacy;
- Mathematics;
- Understanding the world;
- Expressive arts and design.

These seven areas are incorporated into the planning of your child's learning and activities. The professionals teaching and supporting your child will make sure that the activities are meeting the requirements of the curriculum but also suited to your child's unique needs, suitable for very young children and designed to be really flexible so that staff can follow your child's individual needs and interests. Children in the EYFS learn by playing and exploring, being active and questioning the world around both indoors and outside.

### **How can I help my child?**

All the fun activities that you do with your child at home are important in supporting their learning and development and have a really long lasting effect on your child's learning as they progress through school.

Even when your child is very young and is not yet able to talk, talking to them helps them to learn and understand new words and ideas. If you make the time every day to do some of the following things with your child, it will make a difference to them as a learner.

- Read stories and talk about the pictures;
- Talk about the things around them - the weather, in the park, at the shop;
- Talk about how they feel - happy, sad, excited, angry, help them to express themselves.

It is important to talk in their native language. Communicating in the native tongue will support learning in English.

### **Learning in Key Stage 1 and 2:**

Key Stage 1 incorporates Year One and Year Two and Key Stage 2 includes Years 3, 4, 5 and 6. During this phase of education children make the transition from learning through play to a more formal style of teaching and learning.

### **What Subjects Do the Children Learn?**

Teachers plan the curriculum broadly based on the new English National Curriculum. This is comprised of twelve subjects and these are classified as core subjects and foundation subjects. Each subject has a programme of study which sets out the content, skills and processes to be taught to all pupils. Integral to all learning in the Primary School is the development of social and emotional learning, encouraged through our 'Habits of Mind'.

### **Core Subjects:**

ISB teaches the core subjects using the new English National Curriculum as a basis for the objectives planned. Children who need intensive language support to enable them to access the English National Curriculum take part in 'ESL' lessons which run alongside English lessons. These are taught by our dedicated ESL teachers. In Key Stage One, ESL lessons follow the class's planned English curriculum, adapted to meet the needs of the children. In Key Stage Two, the Cambridge programme is used to support the rapid acquisition of English.

**English:**

English lessons are taught daily for at least one 50 minute session. In addition:

- Children in Key Stages 1 have a 30 minute guided reading session per day;
- Children in Key Stage 1 also have a 20 minute phonics lesson per day;
- Children in Key Stage 2 children have a 30 minute guided reading session per day which also incorporates one spelling session per week.

Lessons are planned to include a balance of all elements of the English curriculum. In Key Stage 1, 'Talk for Writing' is used as an approach which combines reading, writing and speaking and listening skills to support our ESL learners in an effective and supportive way. As children progress through Key Stage 2, this approach is supplemented by a quality text-based approach which provides a context for children's writing.

The National Curriculum link for English is [here](#). More information about Talk for Writing can be found [here](#).

**Mathematics:**

Children in Key Stages 1 and 2 have one fifty minute session of Mathematics per day. Learning is divided into 5 strands: Number, Geometry, Measure, Handling Data, and Problem Solving. The first four content strands are underpinned by problem solving, providing opportunities for children to apply the skills they are learning to real problems. Mental strategies (calculation) are also a key part of the number strand. Teachers use 'Abacus' an online teaching and learning toolkit to support the teaching and learning process.

The National Curriculum link for Maths is [here](#).

**Science:**

Science is divided into units of study taught for three sessions per week for 3 or 4 weeks each half term. Throughout every year in Primary children cover a variety of units with a Biology, Chemistry or Physics focus. Scientific Enquiry is integrated into all the units: children are expected to give ideas and evidence, plan investigative work, obtain and present evidence and evaluate and analyse evidence.

The National Curriculum link for Science is [here](#).

**Foundation Subjects:**

Alongside our Core Subjects, at ISB we also value the contribution that Foundation Subjects make. These are: Art and Design: Design Technology, Computing, Geography, History, Modern Foreign Languages, Music and Physical Education. ISB broadly follows the English National Curriculum objectives for the foundation subjects.

**Art and Design:**

Art lessons in the Primary School are usually linked to the topic and children are able to build and develop their artistic skills as they progress through Primary. Each year, there is a wide range of opportunities for the children to experiment with a variety of media, for example pencils, watercolour, charcoal, clay, textiles and collage. Children learn how to use tools correctly and develop their skills through a variety of contexts and applications. Art lessons aim to provide opportunities for children. Alongside this, children explore the artwork of a variety of historic and contemporary artists who inspire and inform their work. Our well-equipped and attractive Art Room is available for every class who have a dedicated weekly lesson or Art or DT.

The National Curriculum link for Art and Design is [here](#).



### **Design Technology:**

Design Technology at ISB is taught through the topic in a cross-curricular way. Design Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts. Children at ISB complete one DT project most half terms.

The National Curriculum link for Design and Technology is [here](#).

### **Geography:**

Geography topics are often part of a wider topic which may link with History, Art, Science, Maths or English. At ISB, an enquiry-based approach aims to inspire in pupils a curiosity and fascination about the world. We aim to achieve this by developing knowledge of their location, eg Bucharest, but also to compare and contrast with other locations, where possible including the students' native countries and other globally significant places on the planet. We aim to foster a respect for the environment and encourage a sense of responsibility in safeguarding the planet for future generations, an aim encouraged by our 'Eco Council' and embedded in our curriculum.. We aim to develop an understanding of the processes that give rise to key physical and human geographical features of the world and how these are interdependent and change over time. We will also give children the opportunity to develop the geographical skills needed to collect, analyse and communicate with a range of data gathered through fieldwork. Children will be taught the skills to interpret a range of sources of geographical information including maps, globes and photographs and communicate geographical information in a variety of ways including maps, charts and written reports.

The National Curriculum link for Geography is [here](#).

### **History:**

As with Geography, History at ISB History topics are often part of a wider topic which may link with History, Art, Science, Maths or English. The enquiry based approach is also followed. Our goal is to inspire children's curiosity to know more about the past and understand the complexity of people's lives and the process of change. We aim to equip children with the skills to evaluate sources of evidence, ask perceptive questions, think critically, weigh evidence, sift evidence and develop perspective and judgement. Although we use the history curriculum for guidance, we teach the skills as required but the content is adapted to ensure it is appropriate for the context in which we live.

The National Curriculum link for History is [here](#)

### **Computing:**

Primary students have one lesson of computing per week. They are taught in the computer room with a specialist teacher. The specialist teachers plans closely with the class teacher to include cross curricular links with topics where possible. Children learn the skills of word processing, learn coding, build databases and design presentations using a range of IT programs. Children are also taught how to stay safe on the Internet.

The National Curriculum link for Computing is [here](#).

### **Modern Foreign Languages:**

The importance and value of learning languages is heightened in the international school setting and at ISB the teaching of languages is given a high priority. These lessons are taught by specialist language teachers and broadly follow the programmes of study of the National Curriculum of England and Wales, adapted to meet the needs of the children and, in Romanian MFL, encompassing objectives from the Romanian National Curriculum. Our MFL lessons are divided into two groups:

**MFL 1** These lessons are to teach native speaker lessons. Children from FS2 to 6 have two lessons of Romanian, Mandarin, Arabic or Turkish in their native tongue. All children with a different native language have two sessions of second language Romanian.

**MFL 2-** These are additional language Lessons. Children in Years 1-6 take an additional language for one lesson per week. The additional languages available for the MFL2 programme are: Romanian second language, Mandarin, Arabic, Turkish, French and Spanish.

Children who are following our ESL programme are encouraged to take part in a further session of English to support their rapid progress with this language.

The National Curriculum link for MFL is [here](#).

### **Music:**

Music is taught by specialists at ISB. Music forms a fundamental part of the Early Years curriculum but they also receive one short session of music delivered by a specialist. Children from all classes, from EYFS to Y6 have one lesson of Music each week. Children have the opportunity to sing, compose music and appreciate music from different cultures around the world. The programme 'Charanga' is used as a basis for Music lessons in Primary. Children may also benefit from peripatetic music tuition. Instrumentalists visit the school every week to offer private tuition for the piano, guitar, drums, voice and violin. Children may opt for an hour's lesson or 30 minute lesson per week.

The National Curriculum link for Music is [here](#).

### **Physical Education:**

Children from Foundation 0 to Year 6 have two sessions of PE per week taught by specialist PE teachers. A wide variety of skills and activities are planned throughout the year with skills progressing as the children move through the Primary. Focus areas include: games, dance, gymnastics, athletics and outdoor adventurous activities. In addition, our curriculum includes all KS2 children following a swimming programme for 10 weeks during the year. Children are transported to the pool and taught by professional swimming instructors where the level of coaching is differentiated.

The National Curriculum link for PE is [here](#).

### **Personal Social and Health Education:**

The personal, social and Health of our children is paramount in all our actions at ISB. To supplement this implicit curriculum we also follow the English National Curriculum programme of study for PSHE. This takes place in one or two timetabled sessions. The lessons provide opportunities for children to discuss issues that concern them with their peer group in a safe and secure environment. Teachers plan activities which may involve a circle time or other activities.

The National Curriculum link for PSHE is [here](#).

**Enrichment activities:**

We recognise the importance of Enrichment (extra-curricular) activities; they are an integral part of our students' holistic education. Through participating in enrichment activities, students discover interests and talents while developing values and skills that will prepare them for a rapidly changing world. These activities also promote friendships with children outside their normal peer group but with children who have similar interests and aptitudes. Participation in such activities fosters social integration and deepens students' sense of belonging, commitment and sense of responsibility to school and community. Enrichment activities take place after school every day from 3:15 pm until 4:15 pm. On Wednesday afternoon, enrichment activities take place within the school day: 2.40pm to 3.30pm. These enrichment activities are compulsory for everyone. Children sign up for the activities on the school website at the beginning of each session. The first session runs from September to January, the second from February to June. Primary children also participate in a class assembly during each academic year. We aim to provide children with the opportunity to perform in front of an audience, singing, acting, narrating or playing an instrument.

**Project Based Learning:**

Project Based Learning (PBL) is integral to all of the topics the children learn. Children choose an area of interest to research and present with the support of the teacher. Children work towards their presentations over a number of weeks. In the Spring term, parents are invited to school to share the children's learning. Projects are presented by the children where they have the opportunity to demonstrate their creativity, interest and passion for learning at this event.

**Educational Visits:**

Primary students participate in educational visits in all year groups. Educational visits are integral to their learning in school and they are compulsory. Educational visits provide the real life context for the programmes of study we are teaching in the classroom and usually take place every half.

Residential visits also form a valuable part of the school curriculum. Children from Years 3-6 are offered the opportunity to participate in residential visits. Residential visits take place in Term 3 and we strongly encourage ALL students to participate in the residential visits. For many children this is their first experience away from home without parents and is a valuable experience to increase independence and develop social skills. Every effort is made to ensure the children are safe and enjoy the visit. Risk assessments are completed before the visit and all preparations are monitored carefully by the Deputy Head. Heads of Year also organise parent meetings to discuss the visits and allay any concerns you may have.

Visits also take place to enhance our physical education programme. In February, we also organise a 5 day ski trip to Poiana Brasov. Trained ski instructors tutor children at their appropriate level. Ice skating trips to Cismigu Park also take place in January each year.

## **Assessment in the Primary School**

### **Early Years Foundation Stage:**

In the Early Years Foundation Stage teachers use ongoing formative assessment; children are assessed continuously throughout the school year according to their age in months. The curriculum is split into 6 age bands, these age bands overlap as children's development is individual and each child develops at their own rate. Assessment of children is made through observations made during teacher led and self-chosen activities and recorded using the online platform 'Tapestry'. This information is then used to inform the planning for each class to ensure all the needs of the children are met and to plan their 'next steps'. As children progress through the Foundation Stage, teachers assess if they are meeting the criteria in each of the 7 areas of the curriculum and if children are working in the appropriate age band. At the end of the Foundation Stage, each child in Foundation 2 will be assessed as to whether they are 'Emerging, Expected or Exceeding' the expectations for their age. During each year children spend in Early Years, class teachers will continue to build evidence of their 'Learning Journey' on Tapestry which contains comments and photographic observations as evidence of learning.

### **Assessment for Learning (Formative Assessment):**

Teachers assess your children every lesson. Teachers ask challenging questions and discuss the ideas and the concepts they are learning about to check the depth and breadth of children's understanding. Teachers also mark books and give feedback that indicates the next steps to learning. This assessment information is used to shape planning to take into account individual children's learning: providing extra challenge for those children who are 'fast graspers' and who are excelling in their learning and scaffolding or adapted work for those who need extra support. Self-assessment is an essential part of learning and teachers often incorporate this into their plenary sessions as this encourages children to identify what they need to improve and take responsibility for their own learning.

### **Assessment of Learning (Summative):**

Assessment of Learning takes place when children have completed a unit or units of work to measure their progress and to identify strengths as well as any gaps in their learning or misconceptions they may have. Each Unit of work usually last 3-4 weeks.

ISB Termly Summative Assessments are:

- KS1: Reading Tests; Maths Tests; Phonic checks.
- KS2: Reading Tests; Maths Tests; Science Tests.

Writing is assessed against National Curriculum objectives with a judgement made about progress taken every half term.

In Year 3 and Year 5, children take part in InCAS skills tests which help to identify their aptitudes and skills. Age-appropriate related tests are also taken in Year 7 and Year 9 in Secondary.

At the end of every year, teachers use NFER tests to assess progress against age-related objectives in Maths and Reading. These tests give a 'standardised' score which helps us to measure each child's progress over time and they give us the opportunity to compare how our students are performing with schools in the UK and Internationally. Each year, there is a parents' meeting in the Spring Term to provide more information about the NFER and InCAS tests.

## **Records of Assessment in the Primary School**

At ISB, we maintain records of children's assessments to be able to provide evidence of the progress the children have made. We also maintain records of assessment to enable us to pass on accurate information to other teachers and other schools when children move on from ISB, and to be able to provide evidence of your child's achievement during parent consultation evenings. Records can be kept in a variety of ways.

- Parents are regularly updated with regards to the progress of their child through Educare, and Class Dojo and parent teacher consultations.
- Teachers use a tracking system to record progress and to identify next steps for learning in reading, writing and Maths.
- Annotated plans and planning notes made by class teachers and other adults involved with each child record other important information about the progress of children in the class.
- The SSS Register (*Student Support Services*) ensure that children identified with special educational needs are supported appropriately and their needs assessed regularly. Children identified may be those who are not making the expected progress or are attaining higher than expected.
- Pupil Progress Meetings between class teachers, Subject Leaders and SMT take place following every assessment session to help to identify the progress each child has made and to identify where further challenge or support may be required.

**Communication:**

We communicate with parents in different ways including Educare and Class Dojo. If you are not receiving messages or progress reports it is important to contact the teacher or inform the school office to confirm contact details. In addition, Open Days and parent workshops take place regularly throughout the year. These meetings provide a forum for sharing information.

Further information may be found in our related policies which can be found on the school website:

- ISB Curriculum Policy
- ISB Teaching and Learning Policy
- ISB Foundation Stage Policy
- ISB Foundation Stage Handbook
- ISB Assessment and Recording Policy
- ISB Primary Marking Policy



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## Year 4 Long Term Planning Overview for 2020/2021

	<b>Autumn 1</b> 8 weeks	<b>Autumn 2</b> 7 weeks	<b>Spring 1</b> 6 weeks	<b>Spring 2</b> 5 + 2 weeks	<b>Summer</b> 6 weeks
<b>Theme</b>	<b>Monster Mountains</b>	<b>Ancient Egypt</b>	<b>Pop culture</b>	<b>Rainforests</b>	<b>Invaders and Settlers</b>
<b>English</b>	<b>Rainbows</b> Image poem writing  <b>Storm Dragon</b> Non Chronological reports	<b>The Time Slip Necklace</b> Stories from other cultures  <b>'The Playground'</b> Playscripts	<b>Wallace &amp; Gromit: Cracking Contraptions Manual</b> Explanation Texts  <b>Performance poems</b> Performance Poetry	<i>Pie Corbett's The Old Mill</i> Fantasy Fiction  <b>Persuasive letter writing (Rainforests)</b> Persuasive writing	<b>Viking Invasion!</b> Newspaper report writing  Stories in familiar settings
<b>Maths</b>	<b>Number: Place Value</b> <b>Number: Addition and Subtraction</b>	<b>Measurement: Length and Perimeter</b> <b>Number: Multiplication and Division</b> <b>Measurement: Area</b>	<b>Number: Multiplication and Division</b> <b>Number: Fractions</b>	<b>Number: Decimals</b> <b>Measurement: Money</b> <b>Measurement: Time</b>	<b>Statistics</b> <b>Geometry: Properties of Shape</b> <b>Geometry: Position and Direction</b>
<b>Science</b>	<b>Electricity</b>	<b>Animals (Including humans)</b>	<b>Sound</b>	<b>Living things and their habitats</b>	<b>States of Matter</b>
<b>Humanities</b>	<b>Geography: Mountains</b>	<b>History: Ancient Egyptians</b>	<b>History: The History of Music through the 20th century</b>	<b>Geography: Rainforests</b>	<b>History: Invaders and Settlers</b>
<b>Art</b>	<b>Art - Landscapes</b>	<b>DT: Ancient Egyptian shadufs</b>	<b>Andy Warhol Pop Art</b>	<b>Henri Rousseau's 'Surprise'</b>	<b>Mosaics</b>
<b>PSHE</b>	<b>Social</b>	<b>Social</b>	<b>Personal</b>	<b>Personal</b>	<b>Health</b>
<b>PBLs</b>	Mountain project	Ancient Egyptian model	Make a musical instrument	Habitat project.	

