
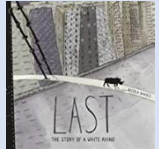


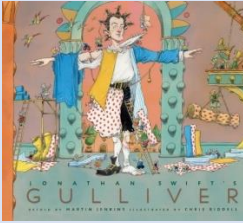

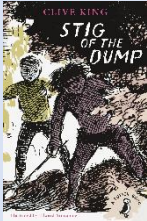




Believe ~ Learn ~ Grow

Ridgeway Farm CE Academy Curriculum Map

Year 4

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Value	Thankfulness Generosity	Trust Compassion	Perseverance Courage	Justice Forgiveness	Friendship Service	Truthfulness Respect
	Inspirational Theme	Inspirational Theme: Children	Inspirational Theme: Diversity	Inspirational Theme: Explorers	Inspirational Theme: Leadership	Inspirational Theme: Creation	Inspirational Theme: Community
		Polar Biomes (G)	Animals (S)	Rivers (G)	Egyptians (H)	Sound (S)	Stone Age to the Iron Age (H)
	Big Question	How are Polar Biomes being affected by climate change and what can we do to protect these unique environments for the future?	How and what do we eat?	What are rivers and how are they used?	Who were the leaders of the Egyptians and what were their achievements?	How do we hear and how are sounds made?	How did community develop from the Stone Age to the Iron Age?
	Experiences and Inspiration	Local walk to explore our local environment	Cotswold Wildlife Park Invite local vet in to speak Christmas in a Box	River walk Creating a river on the playground with fabric	Mummifying Barbie's Creating tombs Sugar cube pyramids Easter Experience in the hall Ashmolean – Egypt workshop	String telephones Waves in water Swimming	Swimming
Texts & Film	Winters Child 	LAST  GRETA AND THE GIANTS 	Hope the boat (film) 	Gulliver's Travels 			

Writing Focus	<p>Prequel How Winter's Child became Winter</p> <p>Writing to Argue: Persuasion Travel brochure for the land of Winters' Child</p>	<p>Re-telling Write the last rhino's story</p> <p>Writing to Explain: Instructions How to save the forest</p>	<p>Film Write the story of the film</p> <p>Writing to Inform: Recount Series of letters from Hope to the boy</p>	<p>Innovation Create own version of the Gulliver Travel story – going to Ancient Egypt</p> <p>Writing to Inform: Recount Writing a diary entry in role</p>	<p>Sequel Elephants come out of the walls</p> <p>Writing to Argue: Persuasion (Formal) Letter to the wolves telling them to go</p>	<p>Alternative viewpoint Barney and Sti's first meeting from Stig's point of view</p> <p>Writing to Inform: News Report News bulletin about the discovery of a stone age dwelling.</p>
WCR	<p>Leon and the Place Between (Link to Y3 building on prior knowledge)</p> <p>How to Train your Dragon</p>	<p>The Dragon Hoard The Swan Warrior</p> <p>The Polar Express</p>	<p>River Poetry</p> <p>Beowulf</p>	<p>Vikings in 30 Seconds</p> <p>King Arthur</p>	<p>The Great Kapole Tree</p> <p>The Wild Robot</p>	<p>A Stone for Sascha</p> <p>The First Drawing</p> <p>The Woolly Mammoth</p>
Maths	<p>Place Value</p> <p>Addition & subtraction</p>	<p>Measurement – Area</p> <p>Multiplication & division</p>	<p>Multiplication & division</p> <p>Length & perimeter</p> <p>Fraction</p>	<p>Fractions</p> <p>Decimals</p>	<p>Decimals</p> <p>Money</p> <p>Time</p>	<p>Shape</p> <p>Statistics</p> <p>Position & direction</p>
Theme	<p>Locate where the polar biomes can be found using maps, globes and atlases. Locate the countries that the arctic tundra can be found in.</p> <p>Describe the climate in the polar biomes and explain why this is the case.</p> <p>Explain the effect that climate change has on the arctic tundra.</p> <p>Explain why there is a lack of vegetation in the polar biomes.</p> <p>Compare the vegetation in the polar biomes to that of a woodland or forest and explain the</p>	<p>Children will be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions.</p> <p>Children will work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them.</p> <p>They might draw and discuss their ideas about</p>	<p>What significant rivers have been studied in previous school years – Thames and Amazon? Identifying key rivers on maps.</p> <p>Study Avon/Ray/Thames in greater detail.</p> <p>Compare this river with another famous European river. Compare similarities and differences between the two.</p> <p>Identify key parts of a river.</p> <p>Identify why rivers are important – in depth look at settlements by rivers and why this may be important.</p>	<p>Where is Egypt?</p> <p>When was ancient Egypt? What was also going on in the world at this time?</p> <p>Who were the significant people in Egyptian times? Pharaohs and the system of Kings and Kingdoms.</p> <p>Why was the Nile important to Ancient Egypt? Do people still live by the Nile in Egypt?</p> <p>What structures did the Egyptians build by the Nile? Why were pyramids important?</p>	<p>Children will explore and identify the way sound is made through vibration in a range of different musical instruments from around the world; and find out how the pitch and volume of sounds can be changed in a variety of ways.</p> <p>Children will work scientifically by: finding patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses. They might make earmuffs from a variety of different materials to investigate which provides the best insulation against sound.</p>	<p>Children learn about life in Britain from the Stone Age to the Iron Age, a period covering a million years of history.</p> <p>Investigate how we know about Britain's prehistory and make a basic timeline with the main dates of the periods in Stone Age to Iron Age Britain.</p> <p>Learn about the amazing development of food and cooking from the Stone Age to the Iron Age. Learn about the course of events that might have led Stone-Age people to move from hunting and gathering to farming.</p> <p>Learn about the amazing development of technology and inventions from the Stone Age to</p>

	<p>similarities and differences.</p> <p>Look at digital maps of the arctic tundra over time. What do you notice? Why is this the case?</p> <p>Analyse bar charts that show average temperatures in the tundra at different times of the year.</p> <p>Explain what humans can do to help combat the effects of climate change.</p>	<p>the digestive system and compare them with models or images.</p>	<p>Stream study visit – River Ray – fieldwork</p> <p>Exploring purpose and structure of dams.</p> <p>Learn the water cycle and its relevance to rivers, flooding and droughts.</p> <p>Children will be able to link prior learning of Polar Biomes and changes in state to water conservation and climate change.</p>	<p>How do pyramids help us to find out about the Egyptians?</p> <p>Howard Carter’s discovery of Tutankhamun.</p> <p>Discover about Egyptian life and how this was based around the Nile.</p>	<p>They could make and play their own instruments by using what they have found out about pitch and volume.</p>	<p>the Iron Age and speculate why these changes came about.</p> <p>Research the development of religion in prehistory. Design and build a replica Stonehenge.</p> <p>Learn about the development of homes and settlements from the Stone Age to the Iron Age. Investigate life as a villager in those times. Research daily tasks, recreate houses and weave with wool.</p>
RE	UC L2.3 What is the ‘Trinity’ and why is it important for Christians?	L2.8 What does it mean to be Hindu in Britain today? (part 1)	L2.8 What does it mean to be Hindu in Britain today? (part 2)	UC L2.5 Why do Christians call the day Jesus died ‘Good Friday’?	UC L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	L2.6 Why do some people think that life is a journey and what significant experiences mark this? (C, H, NR)
Working Scientifically	<ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions 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 					
Science	<p>- recognise that living things can be grouped in a variety of ways</p> <p>- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p>	<p>- describe the simple functions of the basic parts of the digestive system in humans</p> <p>- identify the different types of teeth in humans and their simple functions</p>	<p>- compare and group materials together, according to whether they are solids, liquids or gases</p> <p>- observe that some materials change state when they are heated or cooled, and</p>		<p>identify how sounds are made, associating some of them with something vibrating</p> <p>- recognise that vibrations from sounds travel through a medium to the ear</p>	<p>identify common appliances that run on electricity</p> <p>- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p>

		<ul style="list-style-type: none"> - recognise that environments can change and that this can sometimes pose dangers to living things. 	<ul style="list-style-type: none"> - construct and interpret a variety of food chains, identifying producers, predators and prey 	<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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.
	Geography	<ul style="list-style-type: none"> - Know that the Northern and Southern Hemispheres experience seasons at different times. - Know what climate zones are - Understand Antarctica has a polar climate made up of ice sheets, snow and mountains. - Know the differences and similarities between life in the UK and life in Antarctica - Know that tourism and research are main reasons people visit Antarctica - Understand the changes that have occurred in the polar biomes in the last 100 years - Recognise that other people may think 		<ul style="list-style-type: none"> - Understand the water cycle - Understand that rivers start by rain water draining off the higher land and flowing out to sea - Know what water is then evaporated and turns into clouds - Know that an OS map is an Ordnance Survey map that shows lots of details and uses symbols and a key. - Locate rivers in the UK using maps - Know the features of a river - Know why rivers were important to the Ancient Egyptians 		<ul style="list-style-type: none"> - Know the characteristics of a hot desert biome - Locate the largest deserts in each continent - Know how the Mojave Desert is used - Know the physical features of a desert - Know how humans use deserts - Know how human activity may contribute to the changing climate and landscape of a desert - Know that the Mojave Desert has a different time zone - Know the characteristics of two contrasting biomes and compare land use. 	

	differently about environmental issues.					
History				<ul style="list-style-type: none"> - Know the Ancient Egyptian period in history was over 7000 years. - Know the difference between the lives of wealthy and poor people. - Know the process of mummification. - Know what Ancient Egyptians believed. - Know why the Ancient Egyptians used the pyramids. - Know about the achievements and inventions from the Ancient Egyptians. 		<ul style="list-style-type: none"> - Know how Britain changed between the beginning of the Stone Age and the Iron Age. - Know the main differences between the Stone, Bronze and Iron Ages. - Know what is meant by hunter-gatherers. - Know a range of sources to describe the lifestyle of people during the Stone Age. - Know the different types of houses that were built during the Stone Age and to explain why particular materials were used during certain periods.
Art and Design	<p>Drawing: Power Prints</p> <p><i>Developing an awareness of composition, pupils experiment with different media and printmaking to learn how to enhance and develop drawings, using electrical items as a stimulus.</i></p>	<p><i>Painting and Mixed Media: Light and Dark</i></p> <p><i>Developing colour-mixing skills, using shades and tints to show form and create three dimensions when painting. Children learn about composition and plan their own still life to paint, applying their chosen techniques.</i></p>		<p>Craft and Design: Fabric of nature</p> <p><i>Using the flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to a design a repeating pattern suitable for fabric.</i></p>		<p>Sculpture and 3D: Mega Materials</p> <p><i>Exploring the way different materials can be shaped and joined, pupils learn about techniques used by artists Barbara Hepworth and Sokari Douglas-Camp and create their own sculptures.</i></p>
Design Technology	<p>Structure: Pavilions</p> <p><i>Exploring pavilion structures, learning what they are used for and investigating how to create strong and stable structures before</i></p>	<p>Mechanical Systems: Making a Slingshot Car</p> <p><i>Using lollipop sticks, wheels, dowels and straws to create a moving car. Pupils build a car chassis and design the body of the car, giving</i></p>	<p>Cooking and Nutrition: Adapting a recipe</p> <p><i>Evaluating existing biscuits recipes, children then work in groups to adapt a simple biscuit recipe to create a biscuit suited to a chosen target</i></p>	<p>Textiles: Fastenings</p> <p><i>Building upon their sewing skills from previous years, pupils design and create a book sleeve; exploring a variety of fastenings and selecting the</i></p>	<p>Digital World: Mindful Moment Timer</p> <p><i>Evaluating existing timer products, pupils then develop a design criteria for a mindfulness timer. They learn how to use coding to</i></p>	<p>Electrical Systems: Torches</p> <p><i>Applying their scientific understanding of electrical circuits, pupils design and create a torch made from recycled and reclaimed materials and objects. They then evaluate their products against a set design criteria.</i></p>

	<i>designing and creating their own pavilions, complete with cladding.</i>	<i>consideration to how the shape will affect the car's air resistance. They then construct and test their cars.</i>	<i>audience. They ensure that their creation comes within a given budget of overheads and ingredients.</i>	<i>most appropriate for their design based on strength and appropriate-use.</i>	program and control a product before then designing and making their own timer.	
Computing	Coding	Online Safety (Online Reputation, Online Bullying, Privacy and Security) Spreadsheets	Spreadsheets Writing for different audiences (X2)	Logo Animation	Effective Search Hardware Investigators Making Music	Artificial Intelligence Mirco:Bits
PSHE	Being me in my world <i>Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour</i>	Healthy Me <i>Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</i>	Dreams and Goals <i>Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</i>	Celebrating Differences <i>Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions</i>	Relationships <i>Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals</i>	Changing Me <i>Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change</i>
PE	Mighty Movers (Boxercise) <i>I can learn the value of doing boxercise. I can apply the techniques learned to a routine set to music. I can apply the correct technique for the cross jab coordination. I can link skills with control and precision. I can develop personal fitness levels, particularly strength and stamina. I can refine the technique of moves learned in Lessons 1–4. I can learn the value of completing a full boxercise workout. Vocabulary: Jab, boxercise, cross jab, boxing twist, toe touch, jab, roll, duck and dodge, sidekick</i>	Dynamic Dance Line Dancing <i>I can perform a line dance using a range of movement patterns. I can develop dancing and performance skills. I can perform a line dance using a range of movement patterns. Lessons 2-4 I can develop an understanding of how to prepare for a dance performance. I can identify the key skills needed to provide accurate and tactful evaluative feedback to peers. Vocabulary: Line dancing, Charleston step, chassé, strut, rhythm, phrasing, improvise, space, dynamics, sequence,</i>	Gym Sequences <i>I can use and refine the following skills: flexibility, strength, balance, power and mental focus. I can learn how to perform symmetrical and asymmetrical balances with a partner and put them into a sequence. I can use linking moves to maintain the fluency of a sequence. I can adapt a sequence. I can perform gymnastic moves using a piece of equipment. I can use own and others' body weight to balance. I can add interest to a sequence by varying movement or balance.</i>	Cool Core (Pilates) <i>I can improve core strength and agility, and understand why they are important I can link agility and core strength activities together in an appropriate way I can understand how hula hooping helps to improve core strength I can develop activities into a circuit in order to improve fitness levels I can perform a circuit with accuracy Vocabulary: snake charmer, popcorn, bridge, squat thrust, burpee, running squat, Hoops, mats, benches</i>	Step to the Beat <i>I can develop skipping techniques with control and balance I can develop skipping techniques with control and balance I can skip with a partner I can compose a sequence of skipping moves I can perform skipping moves in a routine I can teach a partner my routine I can perform rope and non-rope skipping with good technique and to songs or rhymes Vocabulary: cross over, boxer style, ready, in you go, now, timing, compose, skipping, timing, direction</i>	Gymfit Circuits <i>I can jump with a stable, safe landing I can Explore a variety of jumps I can select and adapt gymnastics actions to meet the task I can work with a partner or a small group to create a sequence that develops jumping skills I can improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music Vocabulary: landing shapes, balance, roll, travel, teamwork, co-operation, co-operation, empathy, analyse</i>

		<p>flexibility, balance, co-ordination, stamina, muscular strength and endurance, agility, timing, expression, emotion, motif and changing order, motif, unison, canon, variation break-it-down, sections, beats, collaboration</p>	<p>I can make up longer sequences and perform them with fluency and clarity of movement.</p> <p>I can develop the skill of critique, including the ability to identify strengths and areas for improvement</p> <p>Vocabulary: Balance, tuck, straddle, pike, posture, body, tension, symmetry, asymmetry, balance, counterbalance, sequence, moves, techniques, canon, unison</p>			
<p>Boot Camp</p> <p>I understand how to prepare the body for exercise</p> <p>I can complete a range of circuit-based activities and understand the reason for doing them</p> <p>I can complete a circuit that includes activities practised in Lessons 1 and 2</p> <p>I can complete a circuit that includes activities practised in Lessons 1–3 with balance and coordination</p> <p>I can complete a circuit that includes activities practised in Lessons 1–4 with balance and coordination</p> <p>I can complete a circuit that includes activities practised in Lessons 1–5</p>	<p>Nimble Nets</p> <p>I can become familiar with balls and short tennis rackets</p> <p>I can get the ball into play</p> <p>I can build up a rally</p> <p>I can build a rally, focusing on accuracy of strokes</p> <p>I can play a variety of shots in a game situation and to explore when different shots should be played</p> <p>I can play a competitive tennis game</p> <p>Vocabulary: trap, send, receive, drop serve, forehand, backhand, rally</p>	<p>Fitness Frenzy</p> <p>I can demonstrate the correct technique for activities.</p> <p>I can develop agility and co-ordination.</p> <p>I can perform more complex patterns of movement.</p> <p>I can learn the value of completing a full boxercise workout.</p> <p>I understand the importance of a warm-up.</p> <p>I can practise and apply a sequence of step moves to the beat of the music.</p> <p>I can create and perform a sequence of step moves.</p> <p>I can perform indoor athletics events and understand their adaptations.</p> <p>I can motivate self and others to perform well.</p> <p>I can demonstrate correct technique in most activities.</p> <p>I can master Pilates moves with accuracy and control, and understand the value of doing them, as well as develop balance, agility and co-ordination.</p> <p>Vocabulary: Circuit, heart rate, burpee, spotty dogs, plank, jab,</p>	<p>Invaders</p> <p>I can keep possession of a ball</p> <p>I can use ABC (agility, balance, co-ordination) techniques to keep control of a ball in a competitive situation</p> <p>I can use accurate passing and dribbling in a game</p> <p>I can identify and apply ways to move the ball towards an opponent's goal</p> <p>I can learn concepts of attack and defence</p> <p>I can play in a mini football competition</p> <p>Vocabulary: dribble, support play, attack, defence</p>	<p>Striking and Fielding</p> <p>I can consolidate and develop a range of skills in striking and fielding</p> <p>I can throw accurately</p> <p>I can catch with cushioned hands</p> <p>I can practise the correct batting technique and use it in a game situation</p> <p>I can retrieve the ball effectively</p> <p>I can strike the ball for distance</p> <p>I know how to play a striking and fielding game competitively and fairly</p> <p>Vocabulary: Accuracy, underarm throw, overarm throw, wickets, stumps, soft hands, target hands, defenders, stumped, underarm bowling, run, long barrier, surface area</p>	<p>Young Olympians</p> <p>I can learn how to modify stride length, arm action and knee lift to select and maintain appropriate running paces for different distances.</p> <p>I can learn the pull technique for throwing.</p> <p>I can throw and retrieve implements safely.</p> <p>I can describe the effect of different throwing positions.</p> <p>I can sprint a short distance as part of a team.</p> <p>I can react quickly to a stimulus.</p> <p>I can demonstrate good running technique when jumping over obstacles.</p> <p>I understand how to perform a standing broad jump – (two feet to two feet).</p> <p>I can put skills into practise, aiming to improve on previous results.</p> <p>Vocabulary: Pace, distance, stride length, arm action, knee lift, relax, effort, javelin, position, direction, target, technique, distance, pull, relay, position, pace, handover, positioning, take off, landing, long jump, extend, bend, distance, control, Carousel.</p>	

			<p>cross jab, jog and roll, boxing twist, duck and dodge, sidekick, heart rate, knee crunch, rhythm, cross step, flexibility, core strength, agility, stamina, mountain pose, rock, siamese pose, giraffe, pilates, mountain top, pencil point pose, mountain ledge, aerobic, circuit training.</p>			
Music	<p>Body and tuned percussion (Theme: Rainforests)</p> <p>Exploring the rainforest through music whilst being introduced to new musical terms. Using a mixture of body percussion and tuned percussion instruments to create rhythms of the rainforest, layer by layer.</p>	<p>Rock and Roll</p> <p>Learning about the origin and features of rock and roll music, playing the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, and performing a while-class piece.</p>	<p>Changes in pitch, tempo and dynamics (Theme: Rivers)</p> <p>Representing the different stages of a river through vocal and percussive ostinatos, culminating in a final group performance.</p>	<p>Haiku, music and performance (Theme: Hanami festival)</p> <p>Using descriptive vocabulary to create a Haiku, putting it to music and adding percussion sound effects to bring all elements together before a final, group performance.</p>	<p>Samba and carnival sounds and instruments (Theme: South America)</p> <p>Introducing samba and the sights and sounds of the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks.</p>	<p>Adapting and transposing motifs (Theme: Romans)</p> <p>Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs and adapt and transpose motifs and perform them to their peers.</p>
Spanish	<p>Phonics 2 (X) My family (I)</p> <p>Pupils will have the knowledge and skills to make a presentation about their own/a fictitious family in both spoken and written form in Spanish. Pupils will start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. Pupils will demonstrate an increasing knowledge of grammar and the use of the possessive in Spanish to manipulate language, thus starting to create more personalised responses as the unit supports the change</p>	<p>At the Café</p> <p>Pupils will have the knowledge and skills necessary to perform a short role-play in a Spanish cafeteria. This is a unit that consolidates much of the grammar covered in our Early Language teaching type (nouns, gender, determiners and plurality) so that pupils can say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside very useful transactional language.</p>	<p>In the classroom (I)</p> <p>Pupils will have the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in Spanish. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary and a better understanding of the negative form, demonstrating a growing ability to create independent responses.</p>	<p>Do you have a pet? (I)</p> <p>Pupils will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in Spanish. They will move from 1st person singular to 3rd person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently.</p>	<p>The weather (I)</p> <p>Pupils will have the knowledge and skills to describe the weather in Spanish and to also present a weather forecaster pretending to be on television. This enables us to link the weather vocabulary with map work, compass points and general geography. This unit improves both language and cultural knowledge.</p>	<p>Tudors (I)</p> <p>Pupils will be taught the skills to understand slightly longer and more complicated text. Pupils will learn to 'gist' read, listen and understand more by using cognates and more familiar language to decode unknown language. This unit ties in with literacy, promoting a deeper understanding of the role of verbs, nouns, determiners and adjectives in sentences. This unit links strongly to transferable literacy skills.</p>

	<i>from 1st person singular to 3rd person singular.</i>					
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