

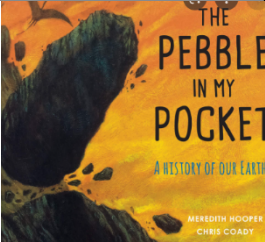
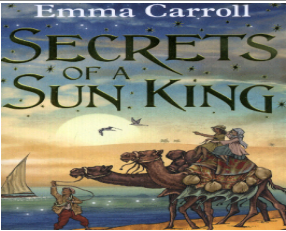
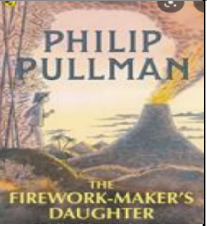
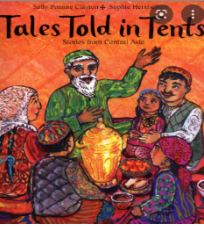
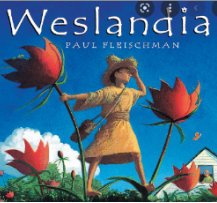
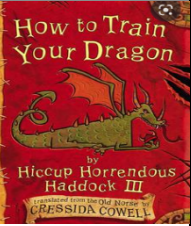


<div>  <div>Year 4 Curriculum Map</div>  </div>												
	Autumn Term Sep-Dec				Spring Term Jan-April				Summer Term May-July			
ENGLISH	<b>Pebble in my pocket</b>  Diary entry, Pebble poetry, Writing in role, Non-fiction double page report		<b>Secrets of a Sun King</b>  Diary entry, Writing in role, Letter, informative brochure, Balanced argument		<b>The firework maker's daughter</b>  Poetry, performance poetry, Letter, Instructions		<b>Tales Told in tents</b>  Story retell, Dialogue to show character, Persuasive writing, Review and publish a story		<b>Weslandia</b>  Poetry, Letter, Persuasive brochure (advert), Plan our own civilisation & present		<b>How to train your dragon</b>  Diary entry, in role writing, Letter, Persuasive advert	
	S Nouns and adjectives P Adverbs and verbs A Expanded noun phrases G Prepositions Pronouns Choice of pronoun or noun Present perfect instead of simple past Tenses Standard English was, were Subordination Fronted adverbial Statement Question Command Exclamation Time conjunctions Conjunctions Determiners Possessive apostrophe Plural and possessive 's' Apostrophe in contractions !,? and capitals Inverted commas Commas in lists Word families Noun-forming prefixes: sub, inter, super, anti, auto Suffixes Homophones and other confusable words				Nouns Adjectives Conjunctions Adverbs Verbs Use of modifying adjectives, nouns and prepositions phrases (eg the pretty little cottage where she lived) Expanded noun phrases Standard English: did, done Determiners Tenses Present perfect instead of simple past Statements Questions Commands Exclamations Matching verb forms to singular/ plural nouns Prepositions Pronouns and nouns Co-ordinating conjunctions Subordination Fronted adverbials Time conjunctions Commas after fronted adverbials Inverted commas Capitals for names and sentences Full stops Questions Exclamation marks Apostrophes for singular and plural possession (girls, boys', babies', children's mice's) Apostrophes after singular proper nouns ending in s (eg James's toys) Noun-forming prefixes Suffixes Homophones and near homophones				Labelling word classes Nouns Adjectives Adverbs Verbs Fronted adverbials Prepositions Tenses; tense consistency Sentences and clauses Co-ordinating conjunctions Subordinating conjunctions Present perfect instead of simple past Determiners Matching verb forms to singular/ plural nouns Choice of noun or pronoun Standard English: did, done, was, were Possessive pronouns Noun phrases Capitals for names and sentences Full stops Questions Exclamation marks All apostrophes Commas in lists Comma after fronted adverbial Inverted commas Word families Prefixes Suffixes			

M A T H S	<b>Number</b> Place value Addition and subtraction Multiplication and division <b>Measurement</b> Area	<b>Number</b> Multiplication and division Fractions Decimals <b>Measurement</b> Length and perimeter	<b>Number:</b> Decimals <b>Measurement</b> Money Time <b>Geometry</b> Shape Position and direction <b>Statistics</b>	
	<b>H I S T O R Y</b> <b><u>Ancient Egypt: How can we discover what Ancient Egypt was like over 5,000 years ago?</u></b> In this unit, we will be exploring Ancient Egypt. We will be learning about their religious practices and how they prepared their dead for the afterlife. We will also be covering how they built their famous landmarks including the valley of the kings and the pyramids	<b><u>Local History - Canterbury: How has Canterbury changed through time?</u></b> In our Canterbury unit, we will be delving into the history of the local city and some of the major events that have happened over time. We will be visiting Canterbury to explore some of the more significant historical places as well as identifying where key events in the city’s history have taken place.	<b><u>The Vikings: Why did the Vikings gain such a bad reputation?</u></b> Throughout our Vikings unit, we will be discussing how the Vikings invaded England and the establishment of the Danelaw. We will be learning about the struggles against the Anglo-Saxon kingdoms and the final establishment of England as a nation.	
G E O G R A P H Y	<ul style="list-style-type: none"> <li>- Extend chronological understanding by exploring a theme over time eg leisure, entertainment</li> <li>- Understand how Britain has influenced and been influenced by the wider world</li> <li>- Order key dates on a timeline to demonstrate chronology of British and world history</li> <li>- Develop a range of historical vocabulary eg civilisation, chronology, ancient, legacy</li> <li>- Regularly generate and answer a range of historically-valid questions about similarities and differences</li> <li>- Understand how knowledge of the past is constructed from a range of sources</li> <li>- Understand how and why the past is represented in different ways and explain this</li> <li>- Select and organise relevant information from a wider range of sources to answer a historical questions</li> </ul>			
	<b><u>Our Planet</u></b> Throughout our unit on Our Planet we will study the different features of the globe. We will explore the Northern and Southern Hemispheres, as well as looking at the equator and co-ordinates on a map.	<b><u>China</u></b> In our China unit, we will be focussing on the geography of China and how the Chinese use their natural resources to help develop their economy. We will be focusing on the impact of the Yangtze and yellow rivers and the importance of places like Hong Kong and Shanghai.	<b><u>Fieldwork Study – Water in our local area</u></b> Throughout our fieldwork unit, we will be focusing on the locality of Maidstone and how the River has helped to develop Maidstone including its uses over the years. We will be exploring cultural events such as the river festival and how the river has helped promote trade through our town.	
S C I E N C E	<ul style="list-style-type: none"> <li>- Securely use world maps, atlases and globes and use digital mapping</li> <li>- Use compass directions</li> <li>- Begin to observe, record and present human/physical features of local area using maps, sketches, plans, graphs, digital technology</li> <li>- Describe and understand aspects of physical geography (climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle)</li> <li>- Describe and understand aspects of human geography (settlement/land use, economic activity and distribution of natural resources)</li> <li>- Locate more countries of Europe and N/S America using maps and identify environmental regions, key physical/human features, cities</li> <li>- Name and locate countries and cities of the UK, describing geographical regions and topographical features</li> <li>- Explore how some aspects of physical and human characteristics have changed over time</li> <li>- ___Explain geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographically</li> </ul>			
	<b><u>Living things and their habitats</u></b> In this unit, we will be focusing on living things in our environment, focusing on the flora and fauna we can find in our school environment. We will be enhancing our understanding of how animals and plants survive and reproduce as well as how they use different things for sustenance.	<b><u>Electricity</u></b> In our electricity unit, we will be focusing on the different components that make a circuit and how to improve the amount of electrical power in a circuit.	<b><u>Sound</u></b> In our sound unit, we will be focusing on how sound is vibrations that our ears pick up on. We will be learning how sound travels and how far it can travel and the impact of volume.	<b><u>Animals including humans</u></b> In this unit, we will be looking at food chains and how individual animals eat and digest their food. We will be focusing on the different types of teeth animals have depending on their diets.

	<ul style="list-style-type: none"><li>- Recognise that living things can be grouped in a variety of ways</li><li>- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li><li>- Recognise that environments can change and that this can sometimes pose dangers to living things.</li></ul>	<ul style="list-style-type: none"><li>- Identify common appliances that run on electricity</li><li>- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li><li>- 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</li><li>- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li><li>- Recognise some common conductors and insulators, and associate metals with being good conductors</li></ul>	<ul style="list-style-type: none"><li>- Identify how sounds are made, associating some of them with something vibrating</li><li>- Recognise that vibrations from a sound travel through a medium to the ear.</li><li>- Find patterns between the pitch of a sound and features of the object that produced it</li><li>- Find patterns between the volume of a sound and the strength of the vibrations that produced it.</li><li>- Recognise that sounds get fainter as the distance from the sound source increases.</li></ul>	<ul style="list-style-type: none"><li>- Describe the simple functions of the basic parts of the digestive system in humans</li><li>- Identify the different types of teeth in humans and their simple functions</li><li>- Construct and interpret a variety of food chains, identifying producers, predators and prey.</li></ul>	<ul style="list-style-type: none"><li>- Compare and group materials together, according to whether they are solids, liquids or gases</li><li>- 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)</li><li>- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li></ul>
	<ul style="list-style-type: none"><li>- Use results to draw simple conclusions, make predictions, suggest improvements and raise further questions</li><li>- Explain similarities, differences, changes related to scientific processes and ideas</li><li>- Generate and answer scientific questions using evidence</li><li>- Select most appropriate type of scientific enquiry</li><li>- Gather, record, classify and present data in a wide variety of ways eg drawings, labelled diagrams, charts</li><li>- Report on findings orally and in writing using scientific language to answer questions</li><li>- Make systematic observations</li><li>- Suggest, set up and carry out simple practical enquiries</li><li>- Understand comparative and fair tests</li><li>- Confidently use range of equipment to measure accurately eg data-loggers, thermometers</li></ul>				
<b>RE</b>	<b><u>What does it mean to be a Hindu in Britain today?</u></b> In this unit, we will be covering what it means to be a Hindu in today’s society. We will be learning about their core beliefs, places of worship and how they worship. We will be exploring where Hinduism first started and how the religion grew over time.	<b><u>Why is Jesus inspiring to some people?</u></b> In this unit, we will be covering the different beliefs that Christians have and how the lessons Jesus’ preached can be applied to modern contexts. We will be looking at examples of Christian messages in our day to day lives and building upon our previous acquired knowledge.	<b><u>What can we learn from Religions about deciding what is right and wrong?</u></b> <b><u>Why do some people think life is like a journey and what significance experiences mark this?</u></b> We will be exploring the different messages religion teaches us and how we can apply them to moral problems we may encounter today. We will be applying these teachings to vital life moments and how religious teachings can be used as guidance when encountering different times.		
	<ul style="list-style-type: none"><li>- I can describe some examples of what Hindus do to show their faith,</li><li>- I can make connections with some Hindu beliefs and teachings about aims and duties in life</li></ul>	<ul style="list-style-type: none"><li>- I can explain different reasons why Jesus is considered an inspiring figure by Christians</li><li>- I can suggest some ideas about good ways to treat others</li><li>- I can make connections between some of Jesus’ teachings and the way Christians live today</li><li>- I can describe how Christians celebrate Holy Week and Easter Sunday</li></ul>	<ul style="list-style-type: none"><li>- I can give examples of rules for living from religions and non-religious world views and suggest ways in which they might help believers with difficult decisions.</li><li>- I can give examples of ways in which some inspirational people have been guided by their religion</li><li>- I can discuss my own and others’ ideas about how people decide right and wrong</li><li>- I can explain how different religions mark key milestones in life.</li><li>- I can suggest reasons why marking the milestones of life are important to Christians, Hindus.</li><li>- I can describe what happens in some Hindu and Christian ceremonies, including marriage</li></ul>		

<b>P S H E</b>	<b><u>VIPs</u></b> <b><u>Respecting Rights</u></b> In our VIP unit, we will be learning about friendships and how to create longer lasting friendships that have a deep meaningful connection. We will be discussing how to handle situations with our friends that may feel uncomfortable and what strategies to employ if we need to use them. In our second unit, we will be looking at our rights and responsibilities. We will be learning about the universal declaration of human rights and how this fits in with our rights respecting school award.	<b><u>Think Positive – Health and Wellbeing</u></b> <b><u>One world – Living in the wider world</u></b> In our Think Positive unit, we will be learning about protecting our health and wellbeing. We will be focusing on how we can look after our mental health through a variety of different strategies. In our wider world, we will be covering how our society compares to others around the world, building upon our links with Malawi.	<b><u>Safety – Health and Wellbeing</u></b> <b><u>Community – living in the wider world</u></b> In our safety lesson, we will be understanding the risks and hazards we encounter on a daily basis and how to navigate them safely and effectively. In our Community topic, we will be covering British Values and what it means to be British. We will be exploring the British identity and how we are inclusive of all religions, races and culture.
	<ul style="list-style-type: none"> <li>- Explain why we need new friendships and how to make them</li> <li>- Create a list of positive actions needed to stay friends with my friends</li> <li>- Identify my own support network</li> <li>- Demonstrate strategies for resolving conflicts</li> <li>- Identify what bullying is</li> <li>- Know what to do if someone is being bullied</li> <li>- Understand what rights are and that all people share the same rights</li> <li>- Understand what the Universal Declaration of Human Rights of the child are and why they are important</li> <li>- Explain what democracy is and how this relates to rules and human rights</li> <li>- Understand that human rights are not dependent on responsibilities</li> <li>- Explain what it means to respect the rights of others and I understand why this is important</li> <li>- Understand how stereotypes can stop people’s rights being met</li> </ul>	<ul style="list-style-type: none"> <li>- Understand that having a positive attitude is good for our mental health</li> <li>- Recognise and manage positive and negative thoughts effectively</li> <li>- Recognise that some changes can be difficult but that there are things we can do to cope</li> <li>- Use mindfulness techniques to keep calm</li> <li>- Identify uncomfortable emotions and manage them effectively</li> <li>- Apply a positive attitude towards learning and take on new challenges</li> <li>- Discuss ways in which people’s lives are similar and different and give reasons for these differences</li> <li>- Explore differences of opinion and identify if I feel these are fair.</li> <li>- Think about the lives of people living in other places, make considered decisions and give reasons for my opinions</li> <li>- Explain what climate change is and how it affects people’s lives and identify what I can do to help</li> <li>- Identify different organisations which help people in different countries who are in challenging situations and explain how they do this.</li> </ul>	<ul style="list-style-type: none"> <li>- Be responsible for making good choices to stay safe and healthy</li> <li>- Identify a risky situation and act responsibly</li> <li>- Understand that I can choose not to do something that makes me feel uncomfortable</li> <li>- Know how to be safe on and near the road</li> <li>- Recognise dangerous substances and how they affect the human body</li> <li>- Keep myself safe when I use the Internet</li> <li>- Describe the benefits of living in a multicultural society</li> <li>- Understand what being British means</li> <li>- Make considered opinions based on all opinions</li> <li>- Explore how to be persuasive using advertisements</li> </ul>
<b>A R T</b>	<b><u>Silhouette paintings of landscapes in Egypt</u></b> Throughout this unit, we will be exploring Egyptian landscapes, including key features such as the Nile and the Pyramids, and creating a silhouette painting of these features. We will be exploring different shading techniques to enhance our understanding of perspective and tone.	<b><u>Fruit portrait painting</u></b> <b><u>Skill: Collage</u></b> <b><u>Artist: Guiseppe Arcimboldo</u></b> Throughout this unit, the children will be looking at how the artist Guiseppe Arcimboldo uses a variation of fruit to capture the essence of a portrait ten pupils will complete their own project.	<b><u>Personal banners</u></b> <b><u>Materials: Painting/dying and sewing on fabric (with personal colours and designs)</u></b> Throughout this unit, we will be looking at different stitching techniques, evaluating which would be the most effective at creating a Viking banner. We will be researching the history of war banners and developing a deeper understanding of the significance of cultural imagery.
	<ul style="list-style-type: none"> <li>- Create sketchbooks to record and revisit observations</li> <li>- In drawing, use a range of pencils &amp; techniques to show effect, movement, perspective and reflection</li> <li>- In painting, use watercolours to produce washes for backgrounds</li> <li>- In collage, use mosaic and montage</li> <li>- In textiles, use basic cross and back stitch</li> <li>- In print, use layers of two or more colours</li> <li>- In digital media, use a range of tools to create images, video and sound recordings</li> <li>- Draw on work of other artists for inspiration and begin to emulate their style</li> <li>- Know about great artists, architects and designers and how their art / design reflected and shaped our history and contributed to the culture of our nation</li> <li>- Apply art and design techniques with creativity, experimentation and increasing awareness</li> <li>- Use range of artistic vocabulary to discuss and evaluate work eg reflection, contemporary, convey</li> </ul>		
<b>D T</b>	<b><u>Shell structures – design and make new packaging</u></b> In this unit, we will be understanding how different packaging can have an impact on the environment and how the use of sustainable materials is better for the environment. We will be creating our own recyclable lunch boxes with the intention of using these.	<b><u>Food- Healthy Eating</u></b> In this unit, we will be exploring food technology and what it means to create a healthy meal. We will be learning what food groups, and in what ratios, should be used when creating a Chinese inspired meal.	<b><u>Electrical systems - intruder alarm</u></b> Throughout our electrical systems unit, we will be deepening our understanding of electrical systems and how they work in order to power a simple intruder alarm.

	<ul style="list-style-type: none"><li>- Know where and how a variety of ingredients are grown, reared, caught and processed</li><li>- Communicate, generate and develop ideas using a range of strategies eg prototypes, pattern pieces</li><li>- Use research to inform design and develop design criteria</li><li>- Take risks to become innovative and resourceful</li><li>- Evaluate own and others' work suggesting improvements and consider the views of others to improve their work</li><li>- Investigate a range of existing products in a range of relevant contexts eg culture, industry</li><li>- Select from and use a wider range of tools, equipment, materials and components accurately to make prototypes</li><li>- Apply understanding of how to strengthen, stiffen in order to reinforce more complex structures</li><li>- Use computing to program, monitor and control products</li><li>- Identify wider range of mechanical systems and how they work (gears, pulleys, cams, levers and linkages)</li><li>- Use understanding of electrical systems (series circuits, switches, bulbs and motors)</li></ul>					
C O M P U T I N G	<b><u>How the internet works</u></b> <b><u>Online Safety</u></b> <b><u>Collaborative learning</u></b> In this unit, we will be exploring how the internet works, how it came into being and what components are needed to have an internet connection. We will also be covering what we need to do online to ensure that we are safe and how to handle situations that make us feel unsafe online.		<b><u>Website design</u></b> <b><u>HTML</u></b> In this unit, we will be designing our very own websites. Learning how to create something engaging and user friendly to advertise a product or provide information. We will be learning about HTML links and how to embed them into websites as well as how they can be expanded upon using forward and backward slashes.		<b><u>Computational thinking</u></b> <b><u>Investigating weather</u></b> Through computational thinking, we will be learning how to break down problems into manageable chunks and use problem solving to reach a predetermined goal. We will also be applying this to a weather problem, monitoring weather reports and observing trends that will allow us to predict weather patterns.	
	<ul style="list-style-type: none"><li>- Recognise acceptable/unacceptable behaviour and identify ways to report concerns about content and contact</li><li>- Use logical reasoning to understand how algorithms work</li><li>- Detect and correct errors in algorithms and programs</li><li>- Start to use sequence, selection and repetition in programs</li><li>- Write and debug programs that accomplish specific goals, including controlling or simulating physical systems</li><li>- Begin to solve problems by decomposing them into smaller parts</li><li>- Work with variables and various forms of input/output</li><li>- Select and use a variety of software on digital devices</li><li>- Understand computer networks including the internet and how they provide multiple services such as the World Wide Web</li><li>- Use search technologies effectively and appreciate how results are selected and ranked</li><li>- Evaluate the reliability of digital content</li><li>- Begin to ask and answer questions based on the reliability of digital content</li></ul>					
M U S I C	We will be listening to a selection of music from different genres and learn how composers manage to express a variety of moods.	We will learn how to arrange different note values to create a sequence to play on glockenspiels.	We will listen and compare music from four different musical traditions and identify where given changes occur.	We will listen to Western Classical Tradition and Film music, and identify percussion and woodwind instruments.	We will listen to popular music and explain how the composers manage to express a variety of moods.	We will listen to musical trends popularised at music festivals across the world.
	We will learn how to arrange individual note values to create a sequence to play on the glockenspiels.  We will perform rhythms on untuned percussion using graphic and staff notation.	We will compose music to accompany a short film clip.  We will sing songs with different time signatures and introduce vocal harmony.  We will perform seasonal songs following changes in tempo and dynamics.	We will learn about music culture and instruments from China, and learn how to improvise using the five-note pentatonic scale.  We will learn a Chinese folk song, and develop our response to changes in tempo and dynamics	We will explore how sounds are produced and classified, and use our voices to make beatbox sounds.  We will sing four-part songs, and perform a jazzy round, whilst responding to the leader's directions.	We will identify contrasts of high and low pitches and create animal chant sounds and sequences.  We will learn about pieces of music inspired by water, and instruments used to create these effects.	We will compose song accompaniments on tuned percussion instruments, and play and perform them as a carnival band.  We will learn about musical instruments from the Early Period and sing and perform extant music by the Vikings.
	<ul style="list-style-type: none"><li>- Compose music on their own and with others using the interrelated dimensions of music eg pitch, tempo, dynamics, duration, musical notations</li><li>- Use and understand some staff and other musical notation</li><li>- Listen to and recall sounds with increasing aural memory</li><li>- Use voices and musical instruments with increasing accuracy, fluency and expression</li><li>- Appreciate and understand a range of high-quality live and recorded music of different traditions/composers</li><li>- Develop an understanding of the history of music</li></ul>					

<b>P E</b>	<p><b><u>Tennis</u></b> During this unit, we will be learning how to play tennis, the rules that govern the game and enhancing our batting skills and spatial awareness.</p> <p><b><u>OAA</u></b> In OAA, the children will be learning how to read and follow maps in an outdoor environment.</p>	<p><b><u>Football</u></b> Throughout this term, we will be improving our understanding of Football. We will be learning how to coordinate and work as a team to achieve a goal.</p> <p><b><u>Dance</u></b> We will be developing our skills in performance, composition and appreciation through our unit ‘Carnival of the Animals’. This connects to our science unit from term 1, Living Things and their habitats. We will respond to music, exploring the dynamics and characteristics of movement in a range of animal life, whilst developing the precision and control of our movement, and our understanding of rhythm.</p>	<p><b><u>Gymnastics</u></b> Through gymnastics, we will be learning how to control our bodies as well as improving our balance and coordination.</p> <p><b><u>Tag Rugby</u></b> In Tag Rugby, the children will develop ball control, passing, positioning and scoring.</p>	<p><b><u>Gymnastics</u></b> Through gymnastics, we will be learning how to control our bodies as well as improving our balance and co-ordination.</p> <p><b><u>Netball</u></b> In netball, we will be exploring how to effectively work as part of a team as well as how to effectively use positioning and tactics to achieve victory.</p> <p><b><u>OAA</u></b> In OAA, the children will be learning how to read and follow maps in an outdoor environment.</p>	<p><b><u>Multi skills</u></b> We will be building upon our previous acquired skills and enhancing our understanding of how to move efficiently. and with control, when using a range of movements.</p> <p><b><u>Dance</u></b> In dance, we will be developing our skills of performance, composition and appreciation through our ‘Water’ unit, which ties in with our geography unit for this term. We will use a range of skills and techniques to create a motif to show how ‘the water cycle’ works.</p>	<p><b><u>Athletics.</u></b> In athletics, we will be learning how different skills come together in a variety of track events. We will be covering jumping, throwing and catching, sprinting and relays.</p> <p><b><u>Cricket</u></b> In cricket we will be learning how to throw a ball with precision, bat and the basic rules of fielding.</p>
	<ul style="list-style-type: none"><li>- Communicate and compete with each other</li><li>- Understand how to improve own and others' performances</li><li>- Use running, jumping, throwing and catching in isolation and in combination</li><li>- Further develop flexibility, strength, technique, control and balance</li><li>- Play competitive games and demonstrate their sense of sportsmanship eg fairness and respect</li><li>- Understand basic principles suitable for attacking and defending</li><li>- Participate in outdoor and adventurous activities</li><li>- Perform dances and gymnastic routines on own and with others using movement patterns</li><li>- Compare performances with previous ones</li><li>- Demonstrate improvement to achieve personal best</li></ul>					
<b>M F L</b>	<p><b><u>Spanish Phonics</u></b> <b><u>Presenting myself</u></b> We will be enhancing our understanding of Spanish Phonics, building upon our learning from last year. We will also be covering how to present ourselves in Spanish, how to introduce ourselves and explain about ourselves.</p>	<p><b><u>My Family</u></b> In this Spanish Unit, we will be covering different elements of our family. We will be learning how to describe our extended family and how they are related to us.</p>	<p><b><u>Goldilocks and the Three Bears</u></b> In this Spanish Unit, we will be covering the traditional tale of Goldilocks and the three bears. We will be explaining any differences in the English version and the Spanish version as well as being able to retell the story in Spanish; focussing on our speaking skills.</p>	<p><b><u>Habitats</u></b> In this unit, we will be learning about the different animals in Spain and their habitats. We will be putting our learning into sentences.</p>	<p><b><u>Classroom</u></b> In this unit, we will be covering the names for different things within the classroom. Children will be identifying how to say classroom items.</p>	<p><b><u>My Home</u></b> In this unit, we will be covering how to talk about the different items in our homes. We will be learning the Spanish names for different household appliances and using them within sentences.</p>
	<ul style="list-style-type: none"><li>- Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units</li><li>- Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required</li><li>- Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 &amp; 2'. Understand most of what we read in the foreign language when it is based on familiar language</li><li>- Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age</li><li>- Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have</li></ul>					