




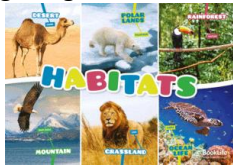







## Year Four Curriculum Overview




YEAR FOUR	Autumn Term		Spring Term		Summer Term	
English - Poetry	<p><b>Look! By Grace Nichols</b></p>  <p>A list poem based on a traditional rhyme</p>	<p><b>Look Closely</b></p>  <p>A series of haiku</p>	<p><b>Windrush Child by John Agard</b></p>  <p>Free verse, personal narrative poem</p>	<p><b>The Roman's Centurion Song by Rudyard Kipling</b></p>  <p>Cinquain</p>	<p><b>The Lost Property Office by Roger McGough</b></p>  <p>List poem</p>	<p><b>Family Album</b></p>  <p>Free verse narrative poem</p>








YEAR FOUR	Autumn Term	Spring Term	Summer Term			
English	<p>The Wizard, The Ugly and the Book of Shame by Pablo Bernasconi</p>  <p>Fantasy fiction</p>	<p>Blue John by Berlie Doherty</p>  <p>Fiction</p>	<p>Gorilla by Anthony Browne</p>  <p>Fiction</p>	<p>Mini Units – range of genres and stimuli</p> <p>Narrative (Mystery)</p>  <p>Harris Burdick (images)</p> <p>Explanation</p>  <p>Rhythm and the Rain – the water cycle</p> <p>Instructions</p>  <p>How to plan the perfect robbery</p> <p>Narrative</p> <p>Report (Green Flag Award)</p>  <p>Deforestation</p> <p>Persuasion</p>  <p>Kingswood leaflet</p>	<p>Leon and the Place Between</p>  <p>Fantasy Fiction</p>	<p>Street Child</p>  <p>Historical Fiction</p>






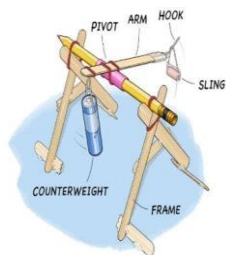
YEAR FOUR	Autumn Term		Spring Term		Summer Term													
M a t h s	<h3>Place Value</h3> <div></div> <h3>Addition and subtraction</h3> <table><tr><td>Addition</td><td>+</td></tr><tr><td>Subtraction</td><td>-</td></tr></table>	Addition	+	Subtraction	-	<h3>Measurement: Length and perimeter</h3> <h2>PERIMETER</h2> <p>The perimeter is the distance around a two-dimensional shape.</p> <div></div> <h3>Multiplication and division</h3> <table><tr><td>Multiplication</td><td>×</td></tr><tr><td>Division</td><td>÷</td></tr></table>	Multiplication	×	Division	÷	<h3>Multiplication and division</h3> <table><tr><td>Multiplication</td><td>×</td></tr><tr><td>Division</td><td>÷</td></tr></table> <h3>Measurement: Area</h3> <div></div> <h3>Fractions</h3> <div></div>	Multiplication	×	Division	÷	<h3>Fractions</h3> <div></div> <h3>Number: Decimals</h3> <div></div>	<h3>Number: Decimals</h3> <div></div> <h3>Measurement: Money</h3> <div></div> <h3>Measurement: Time</h3> <div></div> <h3>Statistics</h3> <div></div>	<h3>Geometry: Properties of shapes</h3> <div></div> <h3>Geometry: Position and direction</h3> <div></div>
	Addition	+																
	Subtraction	-																
	Multiplication	×																
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Multiplication	×																	
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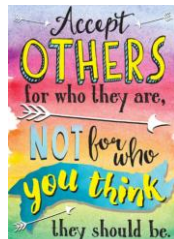




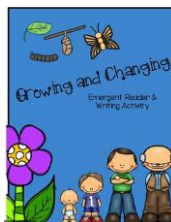

YEAR FOUR	Autumn Term		Spring Term		Summer Term		
S c i e n c e	<b>States of Matter</b> 	<b>The Water Cycle</b> 	<b>Electricity</b> 	<b>Living things and their habitats</b> 	<b>Animals, including humans</b> 	<b>Sound</b> 	
	<ul style="list-style-type: none"><li>compare and group materials together, according 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></ul>	<ul style="list-style-type: none"><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>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>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>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>identify how sounds are made, associating some of them with something vibrating</li><li>recognise that vibrations from sounds 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>	

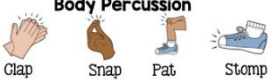





YEAR FOUR	Autumn Term	Spring Term	Summer Term
H i s t o r y	<p data-bbox="168 177 786 236"><b>How did The Ancient Greeks influence the Western world?</b></p>  <ul data-bbox="210 552 763 651" style="list-style-type: none"> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul>	<p data-bbox="871 177 1444 236"><b>What was the impact of the Roman invasion on Britain?</b></p>  <ul data-bbox="871 576 1444 603" style="list-style-type: none"> <li>• The Roman Empire and its impact on Britain</li> </ul>	<p data-bbox="1541 177 2128 236"><b>What was life like in Warrington in the Victorian times?</b></p>  <ul data-bbox="1523 564 2141 703" style="list-style-type: none"> <li>• a local history study -a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</li> </ul>







YEAR FOUR	Autumn Term	Spring Term	Summer Term
G e o g r a p h y	<p data-bbox="309 140 645 164"><b>Where does our food come from?</b></p> <p data-bbox="309 169 645 193"><b>Data collection:</b> interview kitchen</p>  <ul data-bbox="208 496 792 1230" style="list-style-type: none"> <li>• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> <li>• describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<p data-bbox="974 140 1341 164"><b>Why are rainforests important to us?</b></p> <p data-bbox="1028 169 1288 193"><b>Fieldwork:</b> local woodland</p>  <ul data-bbox="871 347 1491 1201" style="list-style-type: none"> <li>• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>• describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>	<p data-bbox="1632 140 2033 164"><b>What are rivers and how are they used?</b></p> <p data-bbox="1722 169 1944 193"><b>Fieldwork:</b> local river?</p>  <ul data-bbox="1570 464 2141 1409" style="list-style-type: none"> <li>• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>• name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>• describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>• use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>







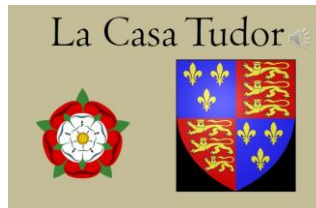


YEAR FOUR	Autumn Term		Spring Term		Summer Term	
C o m p u t i n g	<div></div> <p><b>Computer Science:</b></p> <ul style="list-style-type: none"><li>I can understand the different methods of communication using the internet.</li></ul> <p><b>Information Technology:</b></p> <ul style="list-style-type: none"><li>I can use a search engine and I am aware that not everything I read online is correct. (Online Bullying)</li></ul> <p><b>Digital Literacy:</b></p> <ul style="list-style-type: none"><li>I can evaluate information presented to me to make informed choices about what is Fake News.</li><li>I can describe strategies for safe and fun experiences in a range of online social environments and I'm respectful to others online. (Online Relationships)</li><li>I understand that people may have a different online identity to that in real life and am able to interact with others. (Self Image)</li><li>I am aware others can find information out about me by searching online. (Online Reputation)</li><li>I know which technologies are used for online bullying and I am considerate of others when posting myself. (Online Bullying)</li><li>I understand the impact technology can have on my health, well being and lifestyle. (Health well being)</li><li>I am aware that some people want to access my data and can take appropriate measures to ensure this doesn't happen. (Privacy and Security)</li><li>I understand the need for copyright and the consequences of ignoring it. (Copyright)</li><li></li><li></li></ul>	<div></div> <p><b>Information Technology:</b></p> <ul style="list-style-type: none"><li>I can create with technology. E.g. Video, animation, 3D</li></ul> <p><b>Digital Literacy:</b></p> <ul style="list-style-type: none"><li>I can collaborate online to create digital content.</li></ul> <div></div> <p><b>Information Technology:</b></p> <ul style="list-style-type: none"><li>I can improve the quality and presentation of my work using editing and formatting techniques.</li><li>I can create with technology. E.g. Video, animation, 3D</li></ul>	<div></div> <p><b>Computer Science:</b></p> <ul style="list-style-type: none"><li>I can understand the different methods of communication using the internet.</li></ul> <p><b>Information Technology:</b></p> <ul style="list-style-type: none"><li>I can use a search engine and I am aware that not everything I read online is correct. (Online Bullying)</li></ul> <p><b>Digital Literacy:</b></p> <ul style="list-style-type: none"><li>I can evaluate information presented to me to make informed choices about what is Fake News.</li><li>I understand that people may have a different online identity to that in real life and am able to interact with others. (Self Image)</li></ul>	<div></div> <p><b>Mandatory Skills:</b></p> <ul style="list-style-type: none"><li>I can explain common file types.</li></ul> <p><b>Information Technology:</b></p> <ul style="list-style-type: none"><li>I can improve the quality and presentation of my work using editing and formatting techniques.</li><li>I can create with technology. E.g. Video, animation, 3D</li></ul>	<div></div> <p><b>Mandatory Skills:</b></p> <ul style="list-style-type: none"><li>I can explain common file types.</li></ul> <p><b>Information Technology:</b></p> <ul style="list-style-type: none"><li>I can improve the quality and presentation of my work using editing and formatting techniques.</li><li>I can create with technology. E.g. Video, animation, 3D</li></ul> <p><b>Digital Literacy:</b></p> <ul style="list-style-type: none"><li>I can collaborate online to create digital content.</li></ul>	<div></div> <p><b>Computer Science:</b></p> <ul style="list-style-type: none"><li>I can solve an open-ended problem by breaking it up into smaller parts.</li><li>I can design and write a program for a given purpose including specific programming features.</li><li>I can test existing programs to see how they could be improved.</li></ul>

YEAR FOUR	Autumn Term		Spring Term		Summer Term	
	Painting	Textiles Christmas Decorations	Textiles	Cooking and Nutrition <u>Chicken Fajitas</u>	Sculpture	Mechanisms <u>Trebuchet</u>
A r t  a n d  D e s i g n  T e c h n o l o g y	<p>Artist Link – Georges Seurat or Georges Braque</p>  <ul style="list-style-type: none"> <li>Investigate different starting points for their work, and choose which idea to develop further.</li> <li>Record their thoughts and experiences in a sketch book / 'ideas journal', and begin to annotate these.</li> <li>Use creative thinking to begin to adapt an initial idea, e.g. experiment with alternative colour palette.</li> <li>Use learnt techniques in drawing, painting, sculpture and other art, craft and design in different contexts and with a variety of materials, e.g. use knowledge of weaving to create a willow sculpture.</li> <li>Use sketch book / 'ideas journal' to adapt their work as their ideas develop; make annotations in their books to describe how they might develop their work further.</li> </ul>	 <ul style="list-style-type: none"> <li>Record the plan by drawing using annotated sketches.</li> <li>Use prototypes to develop and share ideas.</li> <li>Consider aesthetic qualities of materials chosen.</li> <li>Use CAD where appropriate.</li> <li>Prepare pattern pieces as templates for their design.</li> <li>Select from techniques for different parts of the process.</li> <li>Use an increasingly appropriate technical vocabulary for tools materials and their properties.</li> <li>Understand seam allowance.</li> <li>Prototype a product.</li> <li>Sew on buttons and make loops.</li> <li>Strengthen frames with diagonal struts.</li> <li>Measure and mark square section, strip and dowel accurately to 1cm.</li> <li>Incorporate a circuit into a model.</li> <li>Use electrical systems such as switches bulbs and buzzers.</li> <li>Use ICT to control products.</li> </ul>	<p>Artist Link – Mike Phelan or Rosie James</p>  <ul style="list-style-type: none"> <li>Discuss and analyse the styles of artists, craft makers or designers and use this to inform their own work.</li> <li>Understand the historical and / or cultural significance of the work of a chosen artist / art form.</li> <li>Demonstrate control of a range of tools and materials to create desired effects, e.g. when drawing use different grades of pencil to create variations in tone.</li> <li>Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like and the changes they would make to a piece of art work.</li> </ul>	<p><u>Chicken Fajitas</u></p>  <ul style="list-style-type: none"> <li>Take healthy eating choices – use the Eatwell plate.</li> <li>Understand seasonality.</li> <li>Know where and how ingredients are reared and caught.</li> <li>Prepare and cook using different cooking techniques</li> </ul>	<p>Artist Link – Alexander Calder or Andy Goldsworthy</p>  <ul style="list-style-type: none"> <li>Explain how they are developing their ideas as they work, and are beginning to use language appropriate to the chosen style of art.</li> <li>Use learnt techniques in drawing, painting, sculpture and other art, craft and design in different contexts and with a variety of materials, e.g. use knowledge of weaving to create a willow sculpture.</li> <li>Demonstrate control of a range of tools and materials to create desired effects, e.g. when drawing use different grades of pencil to create variations in tone.</li> </ul>	 <ul style="list-style-type: none"> <li>Record the plan by drawing using annotated sketches.</li> <li>Use prototypes to develop and share ideas.</li> <li>Consider aesthetic qualities of materials chosen.</li> <li>Prepare pattern pieces as templates for their design.</li> <li>Select from techniques for different parts of the process.</li> <li>Use an increasingly appropriate technical vocabulary for tools materials and their properties.</li> <li>Prototype a product.</li> <li>Strengthen frames with diagonal struts.</li> <li>Measure and mark square section, strip and dowel accurately to 1cm.</li> <li>Use linkages to make movement larger or more varied.</li> </ul>

YEAR FOUR	Autumn Term			Spring Term			Summer Term		
P e r s o n a l  ,  S o c i a l a n d  H e a l t h  E d u c a t i o n	Families and Friends	Safe Relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and mental well-being	Growing and changing	Keeping safe
	 <p>Recognising and maintaining positive friendships, including online</p>	 <p>Responding to hurtful behaviour</p> <p>Managing confidentiality</p> <p>Recognising risks online</p>	 <p>Respecting differences and similarities</p> <p>Discussing difference sensitively</p>	 <p>Exploring what makes a community</p> <p>Investigating what is meant by shared responsibilities</p>	 <p>How data is shared and used</p>	 <p>Making decisions about money</p> <p>Using and keeping money safe</p>	 <p>Maintaining a balanced lifestyle</p> <p>How to maintain oral hygiene and dental care</p> <p>Understanding the importance of maintaining good mental wellbeing</p>	 <p>Understanding personal identity</p> <p>Puberty is part of the life cycle and the changes that occur</p> <p>Recognising individuality and different qualities</p> <p>Understanding the importance of maintaining good mental wellbeing</p>	 <p>Recognising the dangers and risks of medicines and household products</p> <p>Identifying drugs that are common to everyday life – alcohol</p> <p>First aid – asthma</p>

YEAR FOUR	Autumn Term		Spring Term		Summer Term	
M U S I C	<p><b>Body and tuned percussion</b></p> <p><b>Body Percussion</b></p>  <ul style="list-style-type: none"> <li>● Accurately performing a composition as part of a group.</li> <li>● Identifying scaled dynamics (crescendo / decrescendo) within a piece of music.</li> <li>● Creating body percussion rhythms.</li> </ul>	<p><b>Samba and carnival sounds</b></p>  <ul style="list-style-type: none"> <li>● Playing syncopated rhythms with accuracy, control and fluency.</li> <li>● Recognising the stylistic features of samba music.</li> <li>● Composing a rhythmic break.</li> <li>● Learning about the origin of samba music.</li> </ul>	<p><b>Rock and roll</b></p>  <ul style="list-style-type: none"> <li>● Performing a walking bass line.</li> <li>● Singing in time and in tune.</li> <li>● Recognising the features of rock and roll music.</li> <li>● Identifying the links between this and other genres of music.</li> </ul>	<p><b>Adapting and transposing motifs</b></p>  <ul style="list-style-type: none"> <li>● Playing melody parts on tuned instruments with accuracy and control, with</li> <li>● Developing vocal technique.</li> <li>● Recognising the use and development of motifs in music.</li> <li>● Creating a motif-based composition and notating this using roman mosaic artwork.</li> </ul>	<p><b>Haiku music and performance</b></p>  <ul style="list-style-type: none"> <li>● Exploring timbre using their voices expressively.</li> <li>● Recognising, naming and explaining the function of the interrelated dimensions of music.</li> <li>● Creating and performing a group composition within a given structure using both melodic and rhythmic instruments.</li> </ul>	<p><b>Changes in pitch, tempo and dynamics: Rivers</b></p>  <ul style="list-style-type: none"> <li>● Singing in two parts with expression and dynamics.</li> <li>● Performing a vocal ostinato as part of a layered ensemble.</li> <li>● Using musical vocabulary to describe the detailed features of a piece of music.</li> <li>● Suggesting improvements to their own and others' work.</li> <li>● Creating a rhythmic ostinato.</li> </ul>

YEAR FOUR	Autumn Term		Spring Term		Summer Term	
	Dance	Tag Rugby	Benchball	Cricket	Football	Athletics
P h y s i c a l E d u c a t i o n						
	<ul style="list-style-type: none"> <li>improvise freely on their own and with a partner, translating ideas from a stimulus into movement.</li> <li>create and link dance phrases using a simple dance structure or motif.</li> <li>perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner or in small groups.</li> <li>describe and evaluate some of the compositional features of dances performed with a partner or group.</li> <li>analyse dances and suggest improvements.</li> <li>understand the need to warm up and cool down before and after the dance.</li> </ul>	<ul style="list-style-type: none"> <li>use a range of techniques when passing.</li> <li>change direction and speed when in control of equipment.</li> <li>show greater consistency and control during games playing with greater speed and flow.</li> <li>keep to the rules.</li> <li>suggest how games could be developed by adapting the rules.</li> <li>use a range of tactics to keep possession of equipment and get into positions to score.</li> <li>understand and explain tactics and skills that they are confident with.</li> <li>8. To describe how to improve their play</li> </ul>	<ul style="list-style-type: none"> <li>To consolidate and develop the range and consistency of their skills in games.</li> <li>choose and use a range of simple tactics and strategies for success.</li> <li>keep, adapt and make rules up for games.</li> <li>recognise what skilful play looks like.</li> <li>suggest ideas and practices to improve their play.</li> <li>understand why it is important to warm up and cool down, recognising the affect of exercise on the body.</li> </ul>	<ul style="list-style-type: none"> <li>To use a range of skills with increasing control.</li> <li>strike a ball with intent and throw it more accurately when bowling and fielding.</li> <li>intercept and stop the ball with consistency, and be able to catch the ball.</li> <li>return the ball quickly and accurately to the appropriate place.</li> <li>choose and use batting skills to make the game harder for their opponents.</li> <li>judge how far they can run to score points but not get out.</li> <li>choose where they should field to be most effective.</li> <li>work well as a team using the rules.</li> <li>describe what is successful in their own and others play and suggest improvements.</li> <li>understand the demands activities make on the body and how to prepare for these activities.</li> </ul>	<ul style="list-style-type: none"> <li>use a range of techniques when passing.</li> <li>change direction and speed when in control of equipment.</li> <li>show greater consistency and control during games playing with greater speed and flow.</li> <li>keep to the rules.</li> <li>suggest how games could be developed by adapting the rules.</li> <li>use a range of tactics to keep possession of equipment and get into positions to score.</li> <li>understand and explain tactics and skills that they are confident with.</li> <li>describe how to improve their play</li> </ul>	<ul style="list-style-type: none"> <li>run consistently and smoothly at different speeds.</li> <li>demonstrate different combinations of jumps, showing control, coordination and consistency.</li> <li>throw a range of resources into a target area with consistency and accuracy.</li> <li>recognise that there are different techniques of running, jumping and throwing and that they need to choose the best one for a particular challenge and type of equipment.</li> <li>pace their effort well in different types of events so that they can maintain the quality of their performances.</li> <li>watch and describe specific aspects of running, jumping and throwing.</li> <li>suggest, with guidance a target for making improvements.</li> <li>recognise that the body works differently in various types of challenge and event.</li> <li>carry out warm up</li> </ul>

YEAR FOUR	Autumn Term		Spring Term		Summer Term	
R e l i g i o u s  E d u c a t i o n	<b>Hindu Dharma</b>	<b>Christianity (God)</b>	<b>Sikhism</b>	<b>Christianity (Jesus)</b>	<b>Islam</b>	<b>Christianity (Church)</b>
	 <p>What might a Hindu learn through celebrating Diwali?</p>	 <p>How and why might Christians use the Bible?</p>	 <p>How do Sikhs express their beliefs and values?</p>	 <p>Is sacrifice an important part of religious life?</p>	 <p>Why do Muslims fast during Ramadan?</p>	 <p>What does 'love your neighbour' really mean?</p>
L a n g u a g e s	Autumn Term		Spring Term		Summer Term	
	Phonetics lesson 2 (C) & The Classroom (I)	My Home (I)	The Tudors (I)	Goldilocks (I)	Clothes (I)	The Olympics (I)
						
	Dates					

YEAR FOUR	Autumn Term		Spring Term		Summer Term	
	Languages Day	<ul style="list-style-type: none"> <li>• Christmas Play</li> <li>• Big Draw Day</li> <li>• Anti Bullying Week (PSHE plus English and Maths all week)</li> </ul>		<ul style="list-style-type: none"> <li>• Cultural Diversity Week (to include Food Tech Projects)</li> <li>• World Book Day</li> <li>• Number Day</li> </ul>		<ul style="list-style-type: none"> <li>• Enterprise (stall for Robin Fest)</li> <li>• Music Day)</li> </ul>