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| Year 4 – Curriculum Overview 2020 | | | | | | | | |
| **Autumn 1:**  ‘Post-Covid Lockdown Curriculum Conversations’ – during the first 3-4 weeks of return to school, the children’s well-being, knowledge and personal experiences during the period of lockdown will be covered through the following sequence of ‘conversations’.  PAST:   * What is our understanding of Covid-19 and why Britain went into lockdown? * Why did Britain go into lockdown? * What happened locally and nationally as a result of Covid-19? How did this make us feel? * What/who did I miss out on during lockdown? * What was/is the impact of Covid-19 on people’s lives in the UK? * What was my life like in lockdown? What were some of the benefits of time spent in lockdown, personally and beyond?   PRESENT:   * Our new normal – what is it like and how do we feel about it?   FUTURE:   * Will everything return to ‘normal’? Should everything go back to the way it was? Consider the positive and negative impact.   What do I want to achieve in the future? | | | | | | | | |
| **Subject** | **Autumn 1**  **Tomb Raiders** | **Autumn 2**  **Roman Rule** | **Spring 1**  **China** | **Spring 2**  **Britain from the Air** | **Summer 1**  **Wonder Women** | **Summer 2**  **Going for Gold** | | **Outdoor Learning** |
| Vocabulary | Egyptians, pyramid, hieroglyphics, ancient, tomb, mummy, River Nile, Egypt, Tutanknamun, Pharoah, Giza, mummification, agriculture, death mask, canopic jar, afterlife, sphinx, scarab beetle, desert, plough, sickle, coffin, flat bread, artefact, archaeology, | Invaders, AD/BC, Italy, immigration, emigration, settling, refugee, Britain, Empire, Scandinavia, Europe, artefacts, Roman Baths, villas, mosaic, tesserae, emperors, worship, gladiator, soldiers, army, catapult, chariot | Continent, Asia, Shang Dynasty, Emperor, Oracle bones, priest, artefact, archaeology, civilisation, dragon, terracotta army, economy, cuisine, Lion dance, endangered species, Giant Panda, Zhongguo/Middle Kingdom, Beijing, The Great Wall, The Forbidden City, The Tempe of Heaven, The Potala Palace, Yellow River | Victorians, landscape, aerial photograph, landmarks, buildings, monuments, bird’s-eye view, ordnance Survey, symbols, locality, settlement, co-ordinates, orienteering, compass, industrial Revolution, invention, invention, The Crystal Palace, The Great Exhibition, factories, transport, places of worship. | Women’s rights, suffragettes, campaign, lobby, protest, militant, gender, equality, imprisonment, hunger strike, achievement, legacy, ambition, athlete, world record, stereotype, Emeline Pankhurst, Emily Davidson, Gertrude Ederle, Wilma Rudolf, Jane Guthrie, Clare Balding | Olympic games, international, logo, mascot, fair play, sportsmanship, Jesse Owens, Sara Attar, Kathy Freeman, national anthem, medal, rank, Tokyo, stadium, ceremony, team, training, currency, Baron de Coubertin, bud, event, | | See end of document… |
| *Black History Link* | *Use of foreign slaves in Ancient Egypt.*  *Who are ‘Black lives Matter’ and what do they stand for?* | *How were black people treated in Roman times?* | *China’s desire ad pursuit of ‘whiteness’.* |  | *Alice Dearing, Mae Jemison, Rosa Parkes, Wilma Rudolf, Wangari Maathai* | *Usain Bolt, Caster Semenya, Tessa Sanderson, Denise Lewis,* | |  |
| Science | **Animals, including humans**   * Describe the simple functions of the basic parts of the digestive system in humans  * Identify the different types of teeth in humans and their simple functions  * Construct and interpret a variety of food chains, identifying producers, predators and prey   **Experiments-**  **Research**:  Hook- Sam’s mum says that Sam’s love of coke will ruin his teeth. Is she correct?  What could Sam drink instead? | * **States of Matter** Compare and group materials together, according to whether they are solids, liquids or gases  * Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius   **Experiments-**  **Changes over time:**  Hook- Michael Rose Chocolate Poem  What happens to some materials when they are heated or cooled?  **Changes over time:**  Hook- What are the effects of time, location, warm water, salt and sugar on a frozen balloon? | **Living things and their habitats**   * Recognise that living things can be grouped in a variety of ways * Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment * Recognise that environments can change and that this can sometimes pose dangers to living things   **Experiments-**  **Identifying and classifying:**  Hook- Michael Rosen growing apples poem. What other types of fruit would grow if they were buried? Are any different? How could we group/classify these fruits? Children create classification keys. | **Sound**   * Identify how sounds are made, associating some of them with something vibrating * Recognise that vibrations from sounds travel through a medium to the ear * Find patterns between the pitch of a sound and features of the object that produced it * Find patterns between the volume of a sound and the strength of the vibrations that produced it * Recognise that sounds get fainter as the distance from the sound source increases   Depth: Sound Assessment Question: Debate which animal has the best hearing- a mouse or an elephant?  **Experiments-**  **Comparative and fair testing:**  Hook- Dan can’t sleep. There is a new baby in the house, and it keeps crying, Help Dan to find the best material to make earmuffs to cancel out the sound.  **Pattern Seeking:**  Hook- Anna says all larger instruments produce a lower pitched sound.  Stella says all large instruments produce a louder sound.  Are they correct? | **Forces and magnets**   * Identify common appliances that run on electricity * Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers * Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery * Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit * Recognise some common conductors and insulators, and associate metals with being good conductors   **Experiments-**  **Comparative and fair testing:**  Hook: Alison needs a bright light to read by. How can we make a bulb brighter?  **Pattern seeking:**  Hook- Fiona says that all metals conduct electricity. Is she correct? | | | -Compare and group materials together according to whether they are solids, liquids or gases.  -observe that some materials can change state when they are heated and cooled, and measure the temperature at which this happens in degrees Celsius,  -Identify the part played by evaporation and condensation in the water cycle (and associate the rate of evaporation with temperature). |
| History | * Show developing understanding of placing events and objects in Chronological order, divided into different periods of time. * Recognise some similarities and differences between time periods * Make connections between different sources of information about the past * Select and record information * Communicate their knowledge and understanding orally and in writing | * Show developing understanding of placing events and objects in Chronological order, divided into different periods of time. * Choose, Select and combine Information from different sources to answer questions from the past using a range of sources. * Recognise some similarities and differences between time periods * Select and record information   Communicate their knowledge and understanding orally and in writing | * Show developing understanding of placing events and objects in Chronological order, divided into different periods of time. * Identify some of the different ways the past, is represented * Make connections between different sources of information about the past * Select and record information * Communicate their knowledge and understanding orally and in writing | * Choose, Select and combine Information from different sources to answer questions from the past using a range of sources. * Recognise some similarities and differences between time periods * Recognise similarities and differences between these periods and are beginning to suggest causes and consequences of the main events and changes * Show knowledge and understanding of main events, people and periods, placing them in different time periods | * Choose, Select and combine Information from different sources to answer questions from the past using a range of sources. * Identify some of the different ways the past, is represented * Make connections between different sources of information about the past * Show knowledge and understanding of main events, people and periods, placing them in different time periods * Select and record information * Recognise similarities and differences between these periods and are beginning to suggest causes and consequences of the main events and changes | | * Choose, Select and combine Information from different sources to answer questions from the past using a range of sources. * Recognise similarities and differences between these periods and are beginning to suggest causes and consequences of the main events and changes * Show knowledge and understanding of main events, people and periods, placing them in different time periods. | * Develop a chronologically secure knowledge and understanding of British history relating to significant events in World War 2. * Devise historically valid questions about change, cause, similarity, difference and significance relating to events that happened during World War 2. * Under how our knowledge of the past is constructed from a range of sources. * Study an aspect of British history that extends pupils’ chronological knowledge beyond 1066 and is a significant turning point in British history. |
| Geography | * Describe where places are and begin to say why they are like they are * Use secondary sources (e.g. aerial photos, texts, stories) * Use atlases, maps and globes and a range and say which they should use * Know key topics graphical features including hills, mountains, coasts and rivers * Locate the worlds countries using maps. Concentrating on key human and physical characteristics, environmental regions countries and major cities. * Locate the geographical time zones of the world and understand the significate latitude and longitude hemispheres | * Use secondary sources (e.g. aerial photos, texts, stories) * Locate the worlds countries using maps. Concentrating on key human and physical characteristics, environmental regions countries and major cities. * Identify and describe what places are like and how their differences affect the people living there. | * Describe where places are and begin to say why they are like they are * Use atlases, maps and globes and a range and say which they should use * Know key topics graphical features including hills, mountains, coasts and rivers * Locate the worlds countries using maps. Concentrating on key human and physical characteristics, environmental regions countries and major cities. * Identify and describe what places are like and how their differences affect the people living there. * Locate the geographical time zones of the world and understand the significate latitude and longitude hemispheres | * Recognise Key geographical features of the UK and how some of these aspects have changed over time. * Use secondary sources (e.g. aerial photos, texts, stories) * Use fieldwork to observe, measure, record and present human and physical features including sketches. * Know key topics graphical features including hills, mountains, coasts and rivers | * Describe where places are and begin to say why they are like they are   - Locate the worlds countries using maps. | * Use secondary sources (e.g. aerial photos, texts, stories) * Use fieldwork to observe, measure, record and present human and physical features including sketches. | | * Use fieldwork to observe human and physical features in the local area using maps and plans. * Use maps to focus on Europe (countries and major cities). * -Use maps, atlases, globes and digital/computer making to locate countries. * Use fieldwork to observe human and physical features in the local area. * Name and locate countries and cities of the United Kingdom. |
| ICT | **Modelling and Simulations**   * Begin to use software to represent 3D objects or items. * Understanding the computer network including the * Internet PowerPoint Presentations about our topic * Use coding to design, write and debug programs   Coding Unit 4.1 (Purple mash) | **Creating and Publishing**   * Use ICT to create a finished product or set of linked products, making revisions to their work. * Children to make a poster to advertise their local area * Creating PowerPoint presentations using ICT * Using internet to research Coding | **Communicating and collaborating online**   * Understand how emails work, * Share and exchange their ideas using e-mail and electronic communication- inside the school environment. | **Using the Internet**   * Know that they can use search engine tools for different types of media * Be aware that web sites are not always accurate, and information should be checked. * Develop keywords and enter them into a chosen search engine. | **Digital Literacy**   * Create simple stop motion animations * Using internet to research Coding   Animation Unit 4.6 (Purple mash) | **E-Literacy/digital Literacy**   * Be aware of e-safety issues * Using internet to research Coding   Online Unit 4.2 (Purple mash) | |  |
| Music | * Learn how to look after an instrument properly. * Identify features of a guitar e.g. frets, strings. * Begin to understand and read musical notation * Apply musical notation to playing simple notes on the guitar. * Explore different musical elements on a range of instruments; compare and contrast: timbre; dynamics; duration. * Compose and perform simple tunes using a few notes. | * Increase knowledge of how to play notes on the guitar using correct fret and string. * Play in time to a beat. * Play familiar melodies from memory. * Recognise and use guitar symbols * Sing new and familiar songs with accurate pitch and pronunciation   -Develop knowledge of the 34 chords using musical symbols  - Count beats in 4/4 time and recognise the number of beats for a given note | * Maintain a steady pulse when playing guitar solo and in a group. * Be able to play a rhythm alongside a beat. * Recognise symbols for minim; crotchet; semi-breve. * Improvise using repeated patterns on tuned instrument (guitar) * Create an accompaniment for a melody * Combine changes in tempo to create an effect | * Explore pitch using pentatonic scales. * Use notation to record own compositions; describe their work using musical vocabulary * Explore changes in pitch using instruments. * Create tunes with increasing complexity of rhythm and increasing speed.   -Compose music using a given theme | * Learn increasing range of chords * Use correct fingering skilfully * Play in small group/ ensemble * Describe the musical elements of a classical guitar piece e.g. describe its ‘character’ tempo and pitch; * Compare with another classical composer from similar era | * Play an instrument (guitar) and perform ensemble from memory and simple notation * Compare music composed for different purposes e.g. music that illustrates a story; folk dancing * Be able to play up to 34 chords from their musical symbols. | | -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  - Improvise and compose music for a range of purposes, using the interrelated dimensions of music.  -Listen with attention to detail and recall sounds with increasing aural memory. |
| PE | Multi – Skills  To choose, combine and perform skills more fluently and effectively in a variety of games.  Organise themselves well in a team  Use a variety of equipment of equipment with improved control | Gym/Dance  To explore ideas for dance inspired by different stimuli (music genres)  Copy, watch and describe dance movements – performing them with increase musicality rhythm and co-ordination  Describe how different dance activities make them feel. | Health Related Fitness  Explain and evaluate cardiovascular fitness  Set targets to improve their own cardiovascular fitness showing understanding of how it can improve over time.  Explain Heart Rate and how it changes at rest, during and after exercise  Participate in various activities to improve cardiovascular fitness such as aerobic dance, fitness circuits | Team Games – 1nvasion Games  Develop their own invasion games based on games they know (hockey, basketball, netball, rugby, football)  Create simple rules and lead/teach games to others.  Ability to run games themselves with officiating  Describe and evaluate their own and the performance of others | Team Games – Striking and Fielding  Develop their own net or striking and fielding games based on games they know (netball, tennis, cricket, rounders)  Create simple rules and lead/teach games to others.  Ability to run games themselves with officiating  Describe and evaluate their own and the performance of others | Athletics  Consolidate all basic movements of running, jumping and throwing – linking together where appropriate  Improve performance by recognising similarities and differences to the performance of others  Describe and evaluate their own and the performance of others | | Using tools:  -use a bow saw  -using a folding saw to cut small pieces of wood  -using a bill hook to split wood  -using a sheath knife  -using secateurs to cut twigs  -using lopper to cut branches  -using a palm drill to make small holes and remove pith  -using a hand drill to make larger holes in wood |
| Art/DT | **Painting** –  -use inspiration from famous artists to replicate a piece of work.  -use varied brush techniques to create shapes, textures, patterns and lines  -mix primary and secondary colours effectively using correct language  -mix tints and shades  -create different textures and effects with paint  -use key vocabulary to demonstrate knowledge e.g. abstract, background, foreground, emotion, warm, tone.  -use inspiration from famous artists to replicate a piece of work. | **Collage** –  -Reflect upon their work inspired by a famous artist and development of their skills  -select colours and materials to create effect, giving reasons for their choices, refine their work as they go to ensure precision  -learn and practise a variety of techniques e.g. overlapping tessellation, mosaic and montage  -use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.  . | **DT – Monsters/Dragon** with moving parts.  -explore what materials products are made from and explain reasons for this.  -select from a rang of materials and components according to their functional and aesthetic qualities.  -use a wider range of materials and components including textiles, mechanical and electrical components.  -cut, shape and score materials with some degree of accuracy.  -select and use appropriate finishing techniques to improve the appearance of a product  -explain how mechanical systems work including how levers and linkages create movement  -use mechanical systems in their products.  -evaluate their products against their original design criteria. | **DT – Planes/Parachutes/ Propellers**  -explore what materials products are made from and explain reasons for this.  -use their knowledge of a broad range of existing products to help generate their ideas.  -when designing, explore different initial ideas before coming up with a final design  -test out ideas using prototypes  -with growing confidence, measure and mark out to the nearest cm and millimetre.  -assemble, join and combine materials and components with some degree of accuracy.  -consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product.  -understand that materials have both functional properties and aesthetic qualities. | **DT – Costume/clothing design**  identify the design features of their products that will appeal to intended customers;  -design innovative and appealing products that have a clear purpose and are aimed at a specific user;  -when designing, explore different initial ideas before coming up with a final design.  -Apply their knowledge of how to stiffen, strengthen and reinforce more complex structures in order to create more useful characteristics of a product.  -evaluate their products against their original design criteria.  -join textiles with an appropriate sewing technique  -demonstrate how to measure, cut, shape and join fabric with some accuracy top make a simple product | **Printing –**  -Express an opinion on the work of famous artists and refer to techniques and effects  -select appropriate materials, giving reasons  -use a variety of technique e.g. printing, dyeing, weaving and stitching to create different textural effects  -use key vocabulary: pattern, line, colour, texture, thread, needle, shape, stuffing, applique, fabric, textiles, decoration | | **Art:**  Use sketchbooks to record their observations and use them to review and revisit ideas.  -Top improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials.  -To learn about great artists in history.  **DT**  -Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups.  -Generate, develop, model and communicate their ideas through discussion, annotated sketches and prototypes (begin to use cross-sectional drawings and computed aided design)  -Select from and use a wider range of materials and components, including construction materials, according to their functional and aesthetic qualities.  -Investigate and analyse a range of existing products.  -Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.  -Apply understanding of how to stiffen, strengthen and reinforce more complex structures. |
| RE  Subject to change due to implementation of new syllabus. | 18. Why do Muslims fast? Revisit earlier work on Islam. To keep on the straight path Muslims support each other. What holds up the house of Islam? The five pillars. Fasting during Ramadan. Real awareness of hunger. A test against the desires of the body | 19. Why do Sikhs celebrate Divali? Intro to Sikhism. The story of Akbar and the Guru’s kitchen. The story of Guru Hargobind and the 52 Hindu princess. We are all members of the same human race with one creator. Using metaphor’s to describe God. God as a potter. Divali in Sikhism. | 20. Why is the Bible called Holy? Explore different Bibles, children’s Bible, different translations. What makes it so special for Christians? Literal revelation. The Word of God. Inspired revelation – through the power of the Holy Spirit humans gain insights into the will and nature of God. | 21. What makes a good prayer? Praising (devotional) and asking (petitionary) prayer. Are there wrong things to ask for in prayer? Vindictive prayer. Selfish prayer? Christianity and the Lord’s Prayer. Islam and the Opening Prayer – the first chapter of the Qur’an. | 23. Is there evidence of religion locally? Explore the local community. Is there evidence of religious belief? What special buildings are there? Different branches of Christianity? Different religious traditions? Is there evidence of religion in people’s lives? | 24. Does the love of money lead to evil? Explore Jesus’ sayings about money. ‘You cannot serve two masters’. ‘The love of money is the root of all evil.’ 1 Tim 6:10. Revisit the story of Malak Bhago and Lalo. Can money corrupt? Does the love of money lead to evil? What are your | | -Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.  -Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.  -Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people’s lives. |
| MfL | **Animals**  -Pronounce words accurately based on an oral model.  -Pose their own questions to others.  -Respond to short phrases and sentence instructions spoken in classroom commands.  -Read and understand written phrases.  -Follow a simple passage or story and show understanding of vocabulary and phrases within.  -Write simple words and phrases accurately. | **Numbers 11-20**  -Use common phrases from prior learning.  -Pronounce words accurately based on an oral model.  -Pose their own questions to others.  -Respond to short phrases and sentence instructions spoken in classroom commands.  -Listen for sounds, rhythms and rhyme in spoken words.  -Read and understand written phrases.  -Write simple words and phrases accurately. | **Food**  -Pronounce words accurately based on an oral model.  -Perform short role plays on a topic involving several verbal exchanges.  -Pose their own questions to others.  -Respond to short phrases and sentence instructions spoken in classroom commands.  -Pick out words in ‘authentic’ conversations.  - Understand element of a short spoken passage and identify key vocabulary and phrases.  -Recognise a range of familiar written phrases and vocabulary.  -Write some words from memory.  -Write simple words and phrases accurately. | **Likes and Dislikes**  -Use common phrases from prior learning.  -Pronounce words accurately based on an oral model.  -Perform short role plays on a topic involving several verbal exchanges.  -Memorise and present a short spoken text.  -Pose their own questions to others.  -Respond to short phrases and sentence instructions spoken in classroom commands.  -Listen for sounds, rhythms and rhyme in spoken words.  -Recognise a range of familiar written phrases and vocabulary.  -Write some words from memory.  -Write simple words and phrases accurately. | **Hair and eyes**  -Use common phrases from prior learning.  -Pronounce words accurately based on an oral model.  -Perform short role plays on a topic involving several verbal exchanges.  -Memorise and present a short spoken text.  -Respond to short phrases and sentence instructions spoken in classroom commands.  -Follow a simple passage or story and show understanding of vocabulary and phrases within.  -Write questions and answers. | **Transport and Countries**  -Pronounce words accurately based on an oral model.  -Memorise and present a short spoken text.  -Respond to short phrases and sentence instructions spoken in classroom commands.  -Pick out words in ‘authentic’ conversations.  - Understand element of a short spoken passage and identify key vocabulary and phrases.  -Write questions and answers. | | -Listen attentively to spoken language and show understanding by joining in and responding.  -Begin to engage in conversations, ask and answer questions, express opinions and respond to those of others, seeking clarification and help.  -Begin to speak in sentences, using familiar vocabulary, phrases and basic language structures.  -Present ideas and information orally.  -Describe people, places, things and actions orally.  -Begin to understand basic French grammar, including feminine, masculine genders, key features and patterns of the language and how to apply these – for instance, to build sentences – and how these differ from or are similar to English. |

**Outdoor Learning Continued…**

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| **Maths:**  -Compare and classify geometric shapes based on their properties and size.  -Identify acute and obtuse angles and compare and order angles up to 180degress in size.  -Identify lines of symmetry in 2D shapes presented in different orientations.  -Complete a simple symmetrical figure with respect to a specific line of symmetry.  -Make 3D shapes using modelling materials. | **English:**  -Participate in discussion about books that are read to them and those they can rad for themselves, taking turns and listening to what others say.  -Ask questions to improve their understanding of the text.  -Draft and write by composing sentences orally (including dialogue), progressively building a warier and rich vocabulary and an increasing range if sentence structures.  -Increase their familiarity with a wide range of books, including myths and legends, and retell some of these orally.  -Discuss words and phrases that capture the reader’s interest and imagination.  -Draft and write in narratives, creating setting, characters and plot.  -Prepare playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. | **Outdoor vocabulary:**  **Scientific:** solid, liquid, gas, freeze, ide, melt, boil, energy, particles, atoms, evaporation, vapour, invisible, condensation, precipitation, natural, man-made, fair test  **Geography:** physical and human features, orienteering, symbols, keys, controls, control point, control point markers, northern hemisphere, southern hemisphere, equator, names of countries, eight compass points, latitude, longitude, Arctic and Antarctic Circles, Tropics of Cancer and Capricorn  **History:** siren, bombs, Women’s Land Army, blitz, blackout, rationing, Anderson shelters, evacuee, Victory in Europe, air raid, VE Day, gas mask, storm kettle, chronology, sources, events, enquiry, evidence, local history, change, cause, similarity, difference, significance  **Art and design:** limited palette, primary and secondary colours, tone, shade, blending, *en plein air,* monochrome, shading, neutral, smooth, polished, bumpy, grainy, rocky, lumpy, gritty, blistered, blemished, irregular, regular, geometric, striped, checked, criss-cross, dappled, even, linear  **DT:** stable, decorative elements, function, purpose, safety, efficiency, functional, aesthetic, waterproof, strength, strengthening, flexible, materials, textiles  **RE** belief, big question, perspective, Islam, Hindu, Buddhism, Chrristianity, Judaism, , express, emotions, feelings, body language, enlightenment, identify, identity, hard-wired  **Music:** percussion, orchestra, conduct/conductor, beat, rhythm, dynamics, crescendo/diminuendo, tempo, compose, composition, presto/lendo, soundscape, accelerando/ritardando, pulse, texture/timbre |
| **Maths vocab:**  Quadrilateral, square, rectangle, rectangle, parallel, parallelogram, cube, cuboid, prism, right angle, acute and obtuse angles, lines of symmetry, diameter, radius, perimeter, area. | **English vocab:**  Composition, draft, story sequencing, structures, text, myths, legends, language, description, phrases, comprehension, Excalibur, King Arthur, beast, bison, racoon, pirate, limpet shell, crogan, plait |