



Year 4

Science

Autumn	Spring	Summer
<p><b><u>Animals including humans</u></b></p> <ul style="list-style-type: none"> <li>Identify the organs the digestive system.</li> <li>Describe the functions of the main organs of the digestive system.</li> <li>Identify the types of the human teeth and their functions.</li> <li>Investigate the effects of different liquids on the teeth.</li> <li>Understand food chains.</li> <li>Explore food webs.</li> </ul> <p><b><u>Working Scientifically</u></b></p> <ul style="list-style-type: none"> <li>Ask relevant questions and present answers in the form of a model.</li> <li>Report on findings from enquiries, including oral and written explanations, displays</li> <li>Make systematic and careful observations. Take accurate measurements using standard units, using thermometers</li> <li>Set up simple practical enquiries, comparative and fair tests</li> <li>Working safely with scientific equipment to measure and record temperature</li> </ul>	<p><b><u>Living things and their habitats – Conservation</u></b></p> <ul style="list-style-type: none"> <li>Describe ecosystems and how they are affected by changes in the seasons.</li> <li>Understand human impact on the environment through deforestation.</li> <li>Explore air pollution.</li> <li>Understand water pollution.</li> <li>Explore methods that can be used to conserve water.</li> <li>Understand that humans can have a positive impact on nature.</li> </ul> <p><b><u>Working Scientifically</u></b></p> <ul style="list-style-type: none"> <li>Set up simple practical enquiries, comparative and fair tests.</li> <li>Gather, record, classify and present data in a variety of ways to help in answering questions.</li> </ul> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p>	<p><b><u>Living Things and their Habitats</u></b></p> <ul style="list-style-type: none"> <li>Explore different habitats.</li> <li>Research a habitat.</li> <li>Explore how animals can be classified.</li> <li>Create a classification key.</li> <li>Adaptations and classification within species.</li> <li>Explore and classify pond plants.</li> <li>Know how scientists classify Animals</li> <li>Understand the difference between vertebrates and non-vertebrates</li> <li>Know about cold-blooded reptiles</li> <li>Know about warm-blooded birds and animals</li> <li>Understand how fish are different from amphibians and reptiles</li> </ul> <p><b><u>Working Scientifically</u></b></p> <ul style="list-style-type: none"> <li>Set up simple practical enquiries, comparative and fair tests</li> <li>Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>Gather, record, classify and present data in a variety of ways to help in answering questions</li> <li>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>Identify differences, similarities or changes related to simple scientific ideas and processes</li> </ul>

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<p><b><u>Electricity</u></b></p> <ul style="list-style-type: none"><li>• Explore electrical appliances and electrical safety.</li><li>• Learn about electrical components in a series circuit.</li><li>• Investigate electrical circuits.</li><li>• Explore conductors and insulators.</li><li>• Learn about electrical switches.</li><li>• Investigate how electrical components can change within a circuit.</li></ul> <p><b><u>Working Scientifically</u></b></p> <ul style="list-style-type: none"><li>• Ask relevant questions and using different types of scientific enquiries to answer them</li><li>• Set up simple practical enquiries, comparative and fair tests.</li><li>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li><li>• Identify differences, similarities or changes related to simple scientific ideas and processes.</li></ul>	<p><b><u>States of Matter</u></b></p> <ul style="list-style-type: none"><li>• Compare and group the 3 states of matter.</li><li>• Explore how particles behave in solids, liquids and gases.</li><li>• Investigate melting points.</li><li>• Explore freezing and boiling points.</li><li>• Explore evaporation and condensation.</li><li>• Understand the water cycle.</li></ul> <p><b><u>Working Scientifically</u></b></p> <ul style="list-style-type: none"><li>• Ask relevant questions and using different types of scientific enquiries to answer them</li><li>• Set up simple practical enquiries, comparative and fair tests</li><li>• Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</li><li>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li></ul>	<p>Use straightforward scientific evidence to answer questions or to support their findings.</p> <p><b><u>Sound</u></b></p> <ul style="list-style-type: none"><li>• Identify how sounds are made.</li><li>• Explore how vibrations from sounds travel through a medium to the ear.</li><li>• Explore sound insulation.</li><li>• Explore volume.</li><li>• Explore pitch.</li><li>• Explore sounds from near and from far.</li></ul> <p><b><u>Working Scientifically</u></b></p> <ul style="list-style-type: none"><li>• Ask relevant questions and using different types of scientific enquiries to answer them</li><li>• Set up simple practical enquiries, comparative and fair tests</li><li>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li><li>• Identify differences, similarities or changes related to simple scientific ideas and processes</li><li>• Use straightforward scientific evidence to answer questions or to support their findings.</li></ul>
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Year 4

History

Autumn	Spring	Summer
<p><b>Anglo-Saxons, Picts and Scots:</b></p> <ul style="list-style-type: none"> <li>To study the archaeological evidence at Sutton Hoo to ask and answer questions.</li> <li>To find out who the AngloSaxons were and where they came from.</li> <li>To find out who the Picts and Scots were and where they lived.</li> <li>To be able to use various historical sources to find out about Anglo-Saxon life.</li> <li>To explore Anglo-Saxon culture including art, music, legends and poetry</li> <li>To explore the spread of Christianity in Britain.</li> <li>To use what has been discovered at Sutton Hoo to draw conclusions about who was buried there.</li> </ul>	<p><b>What was it like for children in the Second World War?</b></p> <ul style="list-style-type: none"> <li>To find out what World War II was and where and when it took place.</li> <li>To find out what the Blitz was and which areas were most likely to be affected.</li> <li>To learn about the effects of air raids and the causes of evacuation.</li> <li>To find out about the experiences and feelings of evacuees.</li> <li>To find out what rationing was, why it was necessary and how it impacted on people’s lives.</li> <li>To learn about the experiences of Jewish children during the war and that the war created many refugees.</li> <li>To consider how the war affected people’s everyday lives.</li> </ul>	<p><b>Who were the Ancient Egyptians?</b></p> <ul style="list-style-type: none"> <li>To be able to place the ancient Egyptian civilisation on a world history timeline.</li> <li>To understand the importance of artefacts in helping us find out about the past.</li> <li>To find out about ancient Egyptian gods and goddesses.</li> <li>To find out about mummification and ancient Egyptian beliefs about the afterlife.</li> <li>To find out about the discovery of Tutankhamen’s tomb and explore what we can learn from it.</li> <li>To explore what daily life was like in ancient Egypt.</li> <li>To investigate the inventions and achievements of the ancient Egyptians.</li> </ul>

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Year 4

**Geography**

Autumn	Spring	Summer
<p><b>Volcanoes:</b></p> <ul style="list-style-type: none"> <li>• To understand what a volcano is and where they are in the world.</li> <li>• To explore what happens when a volcano erupts.</li> <li>• To explore the features of volcanoes.</li> <li>• To understand what tectonic plates are and what the 'ring of fire' is.</li> <li>• To explore life in volcanic areas.</li> <li>• To compare a volcanic area to a non-volcanic area.</li> <li>• To be able to show what you have learnt about volcanoes.</li> </ul>	<p><b>Countries of The World:</b></p> <ul style="list-style-type: none"> <li>• To be able to identify the continents of the world.</li> <li>• To be able to locate countries on a world map.</li> <li>• To find out about some of the key geographical features of each continent.</li> <li>• To be able to locate major capital cities of the world.</li> <li>• To be able to use a variety of sources to identify human and physical features in a particular country.</li> <li>• To be able to find similarities and differences between different countries.</li> </ul>	<p><b>Earning a Living:</b></p> <ul style="list-style-type: none"> <li>• To explore jobs and why they are important.</li> <li>• To be able to group jobs into sectors.</li> <li>• To explore industries of the UK.</li> <li>• To find out how people earn a living in other parts of the world.</li> <li>• To find out about unemployment and its effects.</li> <li>• To find out children around the world who help earn a living for their families.</li> </ul>

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Year 4

PE

Autumn	Spring	Summer
<p><b>Complete PE - Basketball</b></p> <p><b>SSL 1</b> Refine dribbling</p> <p><b>SSL 2</b> Refine passing and receiving</p> <p><b>SSL 3</b> Develop passing and dribbling creating space</p> <p><b>SSL 4</b> Combine passing and dribbling to create shooting opportunities</p> <p><b>SSL5</b> Introduce marking</p> <p><b>SSL 6</b> Level 1 tournament</p> <p><b>Complete PE – Hockey</b></p> <p><b>SSL 1</b> Refine dribbling</p> <p><b>SSL 2</b> Refine passing: Long and short</p>	<p><b>Complete PE – Dance &amp; Gymnastics (Space / Levels &amp; direction)</b></p> <p><b>SSL 1</b> Space: Responding to stimuli working together Exploring changes in 'Level'</p> <p><b>SSL 2</b> Extending sequences with a partner in character Application of learning onto apparatus to include changes in 'level'</p> <p><b>SSL 3</b> Developing character dance Exploring changes in 'Direction'</p> <p><b>SSL 4</b> Developing sequences with a partner in character that show relationships and interlinking dance moves Changes in 'Direction'</p> <p><b>SSL 5</b> Sequences, relationships, choreography and performance Combining changes in 'Level' and 'Direction' to create sequences in groups using apparatus</p> <p><b>SSL 6</b></p>	<p><b>Complete PE – Athletics</b></p> <p><b>SSL 1</b> Sprinting: Explore running for speed</p> <p><b>SSL 2</b> Sprinting: Explore acceleration</p> <p><b>SSL 3</b> Introduce relay: Running for speed in a team</p> <p><b>SSL 4</b> Develop relay: Running for speed in a team</p> <p><b>SSL 5</b> Throwing: Accuracy vs distance</p> <p><b>SSL 6</b> Jumping for distance: Standing Long Jump</p> <p><b>Complete PE – Football</b></p> <p><b>SSL 1</b> Refine dribbling</p> <p><b>SSL 2</b> Turning</p> <p><b>SSL 3</b></p>

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<p><b>SSL 3</b> Develop shooting: Combine passing and dribbling to create shooting opportunities</p> <p><b>SSL 4</b> develop passing and dribbling creating space for attacking opportunities</p> <p><b>SSL 5</b> Introduce defending: Blocking and tackling</p> <p><b>SSL 6</b> Level 1 tournament</p>	<p>Full performance Sequence completion and performance</p> <p><b>Complete PE – Outdoor &amp; adventurous activities (Communication &amp; tactics)</b></p> <p><b>SSL 1</b> Creating and applying simple tactics: Noughts and Crosses</p> <p><b>SSL 2</b> Developing leadership : Noughts and Crosses</p> <p><b>SSL 3</b> Developing communication as a team: Rock, Paper, Scissors</p> <p><b>SSL 4</b> Communicating as a team: Code Breakers</p> <p><b>SSL 5</b> Communicating to collaborate effectively as a team: Island Hopping</p> <p><b>SSL 6</b> Communicating to create defending and attacking tactics as a team: Capture the Flag</p>	<p>Refine passing and receiving</p> <p><b>SSL 4</b> Develop passing and dribbling creating space</p> <p><b>SSL 5</b> Introduce shooting</p> <p><b>SSL 6</b> Level 1 tournament</p>
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Year 4

Music

Autumn	Spring	Summer
<p><b><u>How does music bring us together?</u></b>            Hoedown            Go tell it on the mountain            I'm always there            Trick or treat            Martin Luther King</p> <p><b><u>How does music connect us with the past?</u></b>            Looking in the mirror            It's all about love            Take time in life            Perdido            Scarborough Fair</p> <p><b>Musicianship: Understanding Music</b>            Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor.            In the time signatures of: 2/4, 3/4 and 4/4.            Find and keep a steady beat.            Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation.            Copy back melodic patterns using the notes:            C, D, E            C, D, E, G, A            G, A, B            G, A, B, D, E            F, G, A</p>	<p><b><u>How does music improve our world?</u></b>            Bringing us together            Mambo from West Side Story            Old Joe Clark            Bachianas Brasileiras No.2 The Little Train of the Caipira            Dance with me</p> <p><b><u>How does music teach us about our community?</u></b>            Let your spirit fly            Beethoven – Symphony No.5, 4<sup>th</sup> movement            Frere Jacques            On the beautiful blue Danube            The other side of the moon</p> <p><b>Musicianship: Understanding Music</b>            Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor.            In the time signatures of: 2/4, 3/4 and 4/4.            Find and keep a steady beat.            Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation.            Copy back melodic patterns using the notes:            C, D, E            C, D, E, G, A            G, A, B            G, A, B, D, E</p>	<p><b><u>How does music shape our way of life?</u></b>            You can see it through            A ceremony of carols – Benjamin Britten            Oh happy day            Romeo and Juliet Overture – Fantasy            Tchaikovsky            A world full of sound</p> <p><b><u>How does music connect us with the environment?</u></b>            Train is a-comin'            O Euchari            The octopus slide            Connect</p> <p><b>Musicianship: Understanding Music</b>            Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor.            In the time signatures of: 2/4, 3/4 and 4/4.            Find and keep a steady beat.            Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation.            Copy back melodic patterns using the notes:            C, D, E            C, D, E, G, A            G, A, B            G, A, B, D, E</p>

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<p>A, B, C, D, E, F, G</p> <p><b>Listening: Respond/Analyse</b></p> <ul style="list-style-type: none"> <li>• Talk about the words of a song.</li> <li>• Think about why the song or piece of music was written.</li> <li>• Find and demonstrate the steady beat. Identify 2/4, 3/4, and 4/4 metre.</li> <li>• Identify the tempo as fast, slow or steady. Recognise the style of music you are listening to. Discuss the structures of songs.</li> <li>• Identify: • Call and response • A solo vocal or instrumental line and the rest of the ensemble • A change in texture • Articulation on certain words • Programme music</li> <li>• Explain what a main theme is and identify when it is repeated.</li> <li>• Know and understand what a musical introduction is and its purpose.</li> <li>• Recall by ear memorable phrases heard in the music.</li> <li>• Identify major and minor tonality. Recognise the sound and notes of the pentatonic scale by ear and from notation.</li> <li>• Describe legato and staccato.</li> <li>• Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&amp;B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.</li> </ul> <p><b>Singing</b></p>	<p>F, G, A</p> <p>A, B, C, D, E, F, G</p> <p><b>Listening: Respond/Analyse</b></p> <ul style="list-style-type: none"> <li>• Talk about the words of a song.</li> <li>• Think about why the song or piece of music was written.</li> <li>• Find and demonstrate the steady beat. Identify 2/4, 3/4, and 4/4 metre.</li> <li>• Identify the tempo as fast, slow or steady. Recognise the style of music you are listening to. Discuss the structures of songs.</li> <li>• Identify: • Call and response • A solo vocal or instrumental line and the rest of the ensemble • A change in texture • Articulation on certain words • Programme music</li> <li>• Explain what a main theme is and identify when it is repeated.</li> <li>• Know and understand what a musical introduction is and its purpose.</li> <li>• Recall by ear memorable phrases heard in the music.</li> <li>• Identify major and minor tonality. Recognise the sound and notes of the pentatonic scale by ear and from notation.</li> <li>• Describe legato and staccato.</li> <li>• Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&amp;B, Pop, Folk, Jazz, Disco, Musicals, Classical,</li> </ul>	<p>F, G, A</p> <p>A, B, C, D, E, F, G</p> <p><b>Listening: Respond/Analyse</b></p> <ul style="list-style-type: none"> <li>• Talk about the words of a song.</li> <li>• Think about why the song or piece of music was written.</li> <li>• Find and demonstrate the steady beat. Identify 2/4, 3/4, and 4/4 metre.</li> <li>• Identify the tempo as fast, slow or steady. Recognise the style of music you are listening to. Discuss the structures of songs.</li> <li>• Identify: • Call and response • A solo vocal or instrumental line and the rest of the ensemble • A change in texture • Articulation on certain words • Programme music</li> <li>• Explain what a main theme is and identify when it is repeated.</li> <li>• Know and understand what a musical introduction is and its purpose.</li> <li>• Recall by ear memorable phrases heard in the music.</li> <li>• Identify major and minor tonality. Recognise the sound and notes of the pentatonic scale by ear and from notation.</li> <li>• Describe legato and staccato.</li> </ul> <p>Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&amp;B, Pop, Folk, Jazz, Disco, Musicals, Classical,</p>
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<ul style="list-style-type: none"> <li>• Rehearse and learn songs from memory and/or with notation.</li> <li>• Sing in different time signatures: 2/4, 3/4 and 4/4. Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture. Demonstrate good singing posture.</li> <li>• Demonstrate vowel sounds, blended sounds and consonants.</li> <li>• Sing 'on pitch' and 'in time'. Sing expressively, with attention to breathing and phrasing. Sing expressively, with attention to staccato and legato. Talk about the different styles of singing used for different styles of song.</li> <li>• Talk about how the songs and their styles connect to the world.</li> </ul> <p><b>Notation</b></p> <ul style="list-style-type: none"> <li>• Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</li> <li>• Explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers</li> <li>• Read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers. Identify: • Stave • Treble clef • Time signature Identify and understand the differences between minims, crotchets, paired quavers and rests.</li> <li>• Read and perform pitch notation within a range. Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately</li> </ul>	<p>Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.</p> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• Rehearse and learn songs from memory and/or with notation.</li> <li>• Sing in different time signatures: 2/4, 3/4 and 4/4. Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture. Demonstrate good singing posture.</li> <li>• Demonstrate vowel sounds, blended sounds and consonants.</li> <li>• Sing 'on pitch' and 'in time'. Sing expressively, with attention to breathing and phrasing. Sing expressively, with attention to staccato and legato. Talk about the different styles of singing used for different styles of song.</li> <li>• Talk about how the songs and their styles connect to the world.</li> </ul> <p><b>Notation</b></p> <ul style="list-style-type: none"> <li>• Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</li> <li>• Explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers</li> <li>• Read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers. Identify: • Stave • Treble clef • Time signature Identify and understand the differences</li> </ul>	<p>Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.</p> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• Rehearse and learn songs from memory and/or with notation.</li> <li>• Sing in different time signatures: 2/4, 3/4 and 4/4. Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture. Demonstrate good singing posture.</li> <li>• Demonstrate vowel sounds, blended sounds and consonants.</li> <li>• Sing 'on pitch' and 'in time'. Sing expressively, with attention to breathing and phrasing. Sing expressively, with attention to staccato and legato. Talk about the different styles of singing used for different styles of song.</li> <li>• Talk about how the songs and their styles connect to the world.</li> </ul> <p><b>Notation</b></p> <ul style="list-style-type: none"> <li>• Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</li> <li>• Explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers</li> </ul> <p>Read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers. Identify: • Stave • Treble clef • Time signature Identify and understand the differences</p>
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within the rhythmic texture, achieving a sense of ensemble.

### **Playing Instruments**

Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major.

### **Creating: Improvising**

- Explore improvisation within a major scale
- Improvise on a limited range of pitches, making use of musical features, including smooth (legato) and detached (staccato) articulation.
- Improvise over a simple chord progression. Improvise over a groove.

### **Creating: Composing**

- Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt.
- Compose over a simple chord progression. Compose over a groove.
- Create music in response to music and video stimulus.
- Use music technology, if available, to capture, change and combine sounds.
- Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. Use simple dynamics.
- Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.

between minims, crotchets, paired quavers and rests.

- Read and perform pitch notation within a range. Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.

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- Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale:

### **Performing**

- Rehearse and enjoy the opportunity to share what has been learned in the lessons.
- Perform, with confidence, a song from memory or using notation.
- Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.
- Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.
- Explain why the song was chosen, including its composer and the historical and cultural context of the song.
- Communicate the meaning of the words and articulate them clearly.
- Use the structure of the song to communicate its mood and meaning in the performance.
- Talk about what the rehearsal and performance has taught the student.
- Understand how the individual fits within the larger group ensemble.
- Reflect on the performance and how well it suited the occasion. Discuss and respond to any feedback; consider how future performances might be different.

***The Autumn term will also include the year 4 pupils Christmas performance.***

- Use music technology, if available, to capture, change and combine sounds.
- Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. Use simple dynamics.
- Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.
- Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale:

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- Use music technology, if available, to capture, change and combine sounds.
- Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. Use simple dynamics.
- Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.
- Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale:

### **Performing**

- Rehearse and enjoy the opportunity to share what has been learned in the lessons.
- Perform, with confidence, a song from memory or using notation.
- Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.
- Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.
- Explain why the song was chosen, including its composer and the historical and cultural context of the song.
- Communicate the meaning of the words and articulate them clearly.
- Use the structure of the song to communicate its mood and meaning in the performance.
- Talk about what the rehearsal and performance has taught the student.



	<ul style="list-style-type: none"> <li>• Understand how the individual fits within the larger group ensemble.</li> <li>• Reflect on the performance and how well it suited the occasion. Discuss and respond to any feedback; consider how future performances might be different.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how the individual fits within the larger group ensemble.</li> <li>• Reflect on the performance and how well it suited the occasion. Discuss and respond to any feedback; consider how future performances might be different.</li> </ul>
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Year 4		
French		
Autumn	Spring	Summer
<p style="text-align: center;"><b><u>All around town</u></b></p> <ul style="list-style-type: none"> <li>• Where do you live?</li> <li>• In my town</li> <li>• Counting in tens</li> <li>• Counting to 100</li> <li>• My address is...</li> <li>• How do you say?</li> </ul> <p style="text-align: center;"><b><u>On the move</u></b></p> <ul style="list-style-type: none"> <li>• Transport</li> <li>• How do you go to school?</li> <li>• Directions</li> <li>• I like to move it!</li> <li>• How do we get to...?</li> <li>• We all go together!</li> </ul>	<p style="text-align: center;"><b><u>Going shopping</u></b></p> <ul style="list-style-type: none"> <li>• Fruit</li> <li>• Vegetables</li> <li>• Clothes</li> <li>• Where can I buy?</li> <li>• French money</li> <li>• Let's go shopping!</li> </ul> <p style="text-align: center;"><b><u>Where in the world?</u></b></p> <ul style="list-style-type: none"> <li>• The United Kingdom</li> <li>• Where do they speak French?</li> <li>• The Equator</li> <li>• Continents</li> <li>• Animals</li> <li>• Which continent are they from?</li> </ul>	<p style="text-align: center;"><b><u>Time</u></b></p> <ul style="list-style-type: none"> <li>• O'Clock and Half Past</li> <li>• My day</li> <li>• What's on television?</li> <li>• Quarter to and Quarter past</li> <li>• The school day</li> <li>• A Maths lesson on time</li> </ul> <p style="text-align: center;"><b><u>Holidays and Hobbies</u></b></p> <ul style="list-style-type: none"> <li>• The seasons</li> <li>• The weather</li> <li>• Weather around the world</li> <li>• Holidays</li> <li>• Sports</li> <li>• Hobbies</li> </ul>

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Year 4

Art

Autumn	Spring	Summer
<p><b>Art in our Community:</b></p> <ul style="list-style-type: none"> <li>To become familiar with, and analyse, a range of ideas.</li> <li>To explore ideas for a sculpture for the local community</li> <li>To explore materials and joining techniques.</li> <li>To design a sculpture for the local community.</li> <li>To use materials, tools and joining techniques to make a maquette</li> <li>To present, analyse and evaluate our maquettes.</li> </ul>	<p><b>Sonia Delaunay:</b></p> <ul style="list-style-type: none"> <li>To become familiar with the early life and artwork of Sonia Delaunay.</li> <li>To learn about the Delaunays and Orphism.</li> <li>To explore how Sonia Delaunay created rhythm and movement in her artwork.</li> <li>To know how Sonia Delaunay expanded her artwork to include fashion.</li> <li>To explore the influence and legacy of Sonia Delaunay.</li> </ul>	<p><b>Famous Buildings:</b></p> <ul style="list-style-type: none"> <li>To explore and examine buildings in a range of architectural styles.</li> <li>To explore the architecture of Sir Christopher Wren.</li> <li>To explore colour and pattern in the design of St Basil's Cathedral.</li> <li>To explore the design features of the Taj Mahal.</li> <li>To examine the architecture of the Sydney Opera House.</li> <li>To be able to design a building for a particular purpose.</li> </ul>

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Year 4

D&T

Autumn	Spring	Summer
<p><b>Seasonal Stockings:</b></p> <ul style="list-style-type: none"> <li>• To explore and analyse existing products.</li> <li>• To explore different ways to join fabric using sewing skills.</li> <li>• To explore different ways to decorate fabric using sewing skills.</li> <li>• To design a Christmas stocking.</li> <li>• To use sewing skills to make a Christmas stocking.</li> <li>• To evaluate a finished product.</li> </ul>	<p><b>Seasonal Food:</b></p> <ul style="list-style-type: none"> <li>• To cook using British ingredients available all year round.</li> <li>• To know how seasonal fruits in Britain are grown and processed.</li> <li>• To understand why vegetables form an important part of a healthy and varied diet.</li> <li>• To find out about how seasonally produced meat can form part of a healthy diet.</li> <li>• To know how fish are caught or reared, processed and used in healthy meals.</li> <li>• To show what you have learned about eating seasonal food as part of a healthy, varied diet.</li> </ul>	<p><b>Making Mini Greenhouses:</b></p> <ul style="list-style-type: none"> <li>• To explore existing greenhouses.</li> <li>• To investigate stable structures.</li> <li>• To investigate materials for making a mini greenhouse.</li> <li>• To design a mini greenhouse.</li> <li>• To make a mini greenhouse.</li> <li>• To evaluate a finished product.</li> </ul>



Year 4

RE

Autumn	Spring	Summer
<p><b>Beliefs About God:</b></p> <ul style="list-style-type: none"> <li>To identify what we would like to learn about beliefs about God by explaining what we already know.</li> <li>identify different beliefs to explore why people have them.</li> <li>Identify why people have beliefs to understand why they may or may not believe in God.</li> <li>use an event from the life of Jesus to understand what Christians believe about God.</li> <li>Investigate humanist beliefs to compare them with religious beliefs.</li> <li>To identify what we would like to know about beliefs about God by explaining what we have learnt.</li> </ul> <p><b>Holy Books:</b></p> <ul style="list-style-type: none"> <li>Explain what we know about holy books to identify what we would like to know.</li> <li>Use our own special books to consider why some books are holy.</li> <li>Investigate the Bible to understand why it is a special book or Christians.</li> <li>Investigate Bible authors to understand more about how the Bible was written.</li> <li>Explore more about the Bible to understand how Christians use it.</li> </ul>	<p><b>Pilgrimages:</b></p> <ul style="list-style-type: none"> <li>Explain what we know about pilgrimages to identify what we would like to know.</li> <li>Explore the meaning of a special journey.</li> <li>Explain what a pilgrimage is and understand why some people go on pilgrimages.</li> <li>Describe a pilgrimage to understand what might happen.</li> <li>Investigate the history of Lourdes to explain why it is a place of pilgrimage for Christians.</li> <li>Write a postcard to demonstrate understanding of a pilgrimage.</li> <li>To identify what we would like to know about pilgrimages by explaining what we have learnt.</li> </ul> <p><b>The Natural World:</b></p> <ul style="list-style-type: none"> <li>Explain what we know about the natural world to identify what we would like to know.</li> <li>Explore the Christian creation story to explain Christian beliefs about Creation</li> <li>Use the Christian creation story to appreciate the wonders of the natural world.</li> </ul>	<p><b>Founders and Prophets:</b></p> <ul style="list-style-type: none"> <li>Explain what we know about leaders to identify what we would like to know.</li> <li>Use information about inspirational people to identify admirable qualities.</li> <li>Investigate founders of organisations to understand what a founder is.</li> <li>Use the story of Jonah to understand what a prophet is.</li> <li>Investigate different prophets to identify the messages they were given.</li> <li>Begin to investigate the prophet Muhammad (pbuh) to understand his importance to Muslims.</li> <li>Continue investigating the prophet Muhammad (pbuh) to understand his importance to Muslims.</li> <li>Begin to investigate Guru Nanak to understand his importance to Sikhs.</li> <li>Continue investigating Guru Nanak to understand his importance to Sikhs.</li> <li>To identify what we would like to know about founders and prophets by explaining what we have learnt.</li> </ul>

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<ul style="list-style-type: none"><li>• To identify what we would like to know about holy books by explaining what we have learnt.</li></ul>	<ul style="list-style-type: none"><li>• Investigate the Hindu creation story to compare it with the Christian creation story.</li><li>• Understand the impact that humans have made on creation to explain how we can be good stewards of the natural world.</li><li>• Explore the Big Bang theory to understand the scientific explanation for the creation of the natural world.</li><li>• To identify what we would like to know about beliefs about God by explaining what we have learnt.</li></ul>	
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Year 4

PSHE

Autumn	Spring	Summer
<p><b>Autumn 1</b></p> <ul style="list-style-type: none"> <li>Core Theme 1 Unit 6 LESSON 4: Online Privacy – It’s Personal               <ul style="list-style-type: none"> <li>To use ICT safely including using software features and settings</li> <li>Know how information and data is shared and used online</li> </ul> </li> <li>Core Theme 1 Unit 6 LESSON 5: Internet Use – Online Usage               <ul style="list-style-type: none"> <li>Know that for most people the internet is an integral part of life and has many benefits</li> <li>Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing</li> </ul> </li> <li>Core Theme 1 Unit 6 LESSON 6: Internet Use – Age Limits               <ul style="list-style-type: none"> <li>To know why social media, some computer games and online gaming, for example, are age restricted</li> <li>To know where and how to report concerns and get support with issues online</li> </ul> </li> <li>Core Theme 2 Unit 4 LESSON 1: Connections – Paper Chains               <ul style="list-style-type: none"> <li>Understand how we are all connected by our similarities</li> </ul> </li> <li>Core Theme 2 Unit 4 LESSON 2: Family Links – Family Tree</li> </ul>	<p><b>Spring 1</b></p> <ul style="list-style-type: none"> <li>Core Theme 1 Unit 5 LESSON 3: Loss / Separation – Left Behind               <ul style="list-style-type: none"> <li>Know that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> </ul> </li> <li>Core Theme 1 Unit 5 LESSON 4: Family Changes – Two Homes               <ul style="list-style-type: none"> <li>Know that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.</li> <li>Understand that family units can be different and can sometimes change</li> </ul> </li> <li>Core Theme 3 Unit 3 LESSON 1: Gender Stereotypes – His and Hers               <ul style="list-style-type: none"> <li>Know what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>Know and understand the terms ‘discrimination’ and ‘stereotype’</li> <li>Challenge stereotypes relating to gender and work</li> </ul> </li> <li>Core Theme 2 Unit 1 LESSON 3: Responding to Others – Agony Aunts               <ul style="list-style-type: none"> <li>Understand why it is important to listen to others</li> </ul> </li> </ul>	<p><b>Summer 1</b></p> <ul style="list-style-type: none"> <li>Core Theme 1 Unit 4 LESSON 1: Identified Strengths – I’m Good at That               <ul style="list-style-type: none"> <li>Understand that everyone has different strengths and weaknesses</li> </ul> </li> <li>Core Theme 1 Unit 4 LESSON 2: Identified Strengths – Future Me               <ul style="list-style-type: none"> <li>Know how to set realistic targets</li> </ul> </li> <li>Core Theme 1 Unit 4 LESSON 3: Setting Goals – That’s My Goal!               <ul style="list-style-type: none"> <li>Understand how to break down the steps needed to achieve a goal</li> </ul> </li> <li>Core Theme 1 Unit 4 LESSON 4: Setting Goals – The Impossible Dream               <ul style="list-style-type: none"> <li>HW9 Recognise their strengths and how they can contribute to different groups</li> <li>HW14 Identify and talk about their own and others’ strengths and weaknesses and how to improve</li> <li>PW24 Recognise why people work</li> <li>PW27 Reflect on the range of skills needed in different jobs</li> <li>PW30 Begin to reflect on their worth as individuals by identifying positive things about themselves and their achievements</li> <li>PW33 Begin to make responsible choices and consider consequences</li> </ul> </li> <li>Core Theme 3 Unit 4 LESSON 1: Money Choices – A Million Dollars</li> </ul>

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<ul style="list-style-type: none"><li>• Know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li><li>• Know and understand how the make-up of family units can differ</li></ul> <ul style="list-style-type: none"><li>• Core Theme 2 Unit 4 LESSON 3: Religious Views – Faith Findings<ul style="list-style-type: none"><li>• Understand and appreciate the range of different cultures and religions represented within school</li><li>• Learn about the need for tolerance for those of different faiths and beliefs</li></ul></li><li>• Core Theme 2 Unit 4 LESSON 4: Celebrate Diversity – Inside Outside<ul style="list-style-type: none"><li>• Know what a stereotype is, and how stereotypes can be unfair, negative or destructive</li><li>• Understand the term 'diversity' and appreciate diversity within school</li><li>• Learn about the need for tolerance for those who are different from us</li></ul></li></ul> <p><b>Autumn 2</b></p> <ul style="list-style-type: none"><li>• Core Theme 2 Unit 3 LESSON 1: Reactions – Frustration<ul style="list-style-type: none"><li>• Know how to recognise the difference between isolated hostile incidents and bullying</li></ul></li><li>• Core Theme 2 Unit 3 LESSON 2: Self-Worth – I'm a Marvel!<ul style="list-style-type: none"><li>• Understand what self-esteem is and why it is important</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Core Theme 2 Unit 1 LESSON 4: Expressing Opinions – It's Debatable<ul style="list-style-type: none"><li>• Know how to communicate their opinions in a group setting</li><li>• Understand why it is important to listen to others</li></ul></li></ul> <p><b>Spring 2</b></p> <ul style="list-style-type: none"><li>• Core Theme 1 Unit 3 LESSON 3: Working With Food – Master Chef<ul style="list-style-type: none"><li>• Know the principles of planning and preparing a range of healthy meals</li></ul></li><li>• Core Theme 1 Unit 3 LESSON 4: Working With Food – Our Food Hall<ul style="list-style-type: none"><li>• Learn to prepare and cook a variety of dishes</li></ul></li><li>• Core Theme 1 Unit 7 LESSON 1: Before Puberty – You've Grown!<ul style="list-style-type: none"><li>• Understand that the rate at which we grow differs from person to person</li></ul></li><li>• Core Theme 1 Unit 7 LESSON 2: Visible Changes – Mind the Gap<ul style="list-style-type: none"><li>• Know and understand how to look after our teeth</li><li>• Understand what happens when we lose teeth as we grow up and why this happens</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Learn about and reflect on their own spending habits / choices</li><li>• Understand why financial management and planning is important from a young age</li></ul> <ul style="list-style-type: none"><li>• Core Theme 3 Unit 4 LESSON 2: Managing Money – Design Choices<ul style="list-style-type: none"><li>• Learn about and reflect on their own spending habits / choices</li><li>• Understand why financial management and planning is important from a young age</li></ul></li></ul> <p><b>Summer 2</b></p> <ul style="list-style-type: none"><li>• Extremism and radicalisation: LESSON 2: Extreme Reactions<ul style="list-style-type: none"><li>• Recognise the features of extremism</li><li>• Identify why and how people are recruited into extremist activity</li><li>• Identify some of the stereotypes relevant to extremism</li><li>• Understand how extremism can lead to harm</li></ul></li></ul>
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<ul style="list-style-type: none"><li>• Know how to communicate their opinions in a group setting</li><li>• Core Theme 2 Unit 3 LESSON 3: Persistence and Resilience – Don't Give Up<ul style="list-style-type: none"><li>• Understand the terms 'resilience' and 'persistence' and why these character traits are important</li></ul></li><li>• Core Theme 2 Unit 3 LESSON 4: Negative Persistence – Over and Over<ul style="list-style-type: none"><li>• Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li><li>• Know how to recognise bullying behaviour consideration to others</li></ul></li><li>• Core Theme 1 Unit 5 LESSON 5: Feelings – Overreacting<ul style="list-style-type: none"><li>• Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li></ul></li><li>• Core Theme 1 Unit 5 LESSON 6: Self-Respect – Let's Rock!<ul style="list-style-type: none"><li>• Learn about the importance of self-respect and how this links to their own happiness</li></ul></li></ul>		
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Year 4

Computing

Autumn	Spring	Summer
<p><b>Unpacking Hardware + Software</b>            To understand what technology is, where we see it in everyday life, and how it helps us at school, home and beyond.            To identify and describe different pieces of computer hardware and understand their functions.            To understand what software is and how we use it to complete tasks.            To explore how hardware and software interact to complete everyday tasks.            Children can give reasons for limiting screen time.</p> <p><b>Animation</b>            To understand what animation is.            To understand the term onion skinning and be able to use this technique for 2D computer animations.            To know how to enhance simple animations using animation software.            To plan an animation.            To create a narrative through animation.            To evaluate animations.</p> <p><b>Online Safety</b>  <b>Cyberbullying</b>            Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of comparing</p>	<p><b>Logo</b>            To know key commands and input simple instructions.            To use a variety of commands to create shapes using multi-line mode.            To use the Repeat command.            To change the line thickness and colour.            To use procedures to write instructions.</p> <p><b>Sound Stories - <u>To be released</u></b></p> <p><b>Effective Searching - <u>To be released</u></b></p> <p><b>Online Safety</b>  <b>Copycats!</b>            Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of finding out about online plagiarism.</p> <p><b>Too Much Information?</b>            Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about</p>	<p><b>Coding - <u>To be released</u></b></p> <p><b>Composing Beats - <u>To be released</u></b></p> <p><b>Introduction to AI - <u>To be released</u></b></p> <p><b>Online Safety</b>  <b>The Online Community</b>            Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of giving examples of how to be a good digital citizen.</p> <p><b>Cyber Superheroes</b>            Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of creating an online safety character.</p>

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<p>cyberbullying to bullying in person and developing strategies for dealing with online bullying.</p> <p><b>Super Searchers</b> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content in the context of using search engines accurately.</p>	<p>content and contact in the context of creating their own sample online game account, highlighting information which is acceptable to include.</p>	
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