

# Year 4 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	<b>Through the Ages</b>	<b>Anglo Saxons</b>	<b>Rivers Deep, Mountains High, Stormy Seas</b>	<b>Wonders of the World</b>	<b>Vikings</b>	<b>Our World</b>
<b>Rationale</b>	Starting with the Stone Age children will learn where this fits within the time line and how the progression of this period evolved into the Bronze Age. They will identify that this period covers a million years of history. As well as understanding the chronology, the children will learn about the food, religion, homes, technology and art. This topic is ideal for cross curricular lessons and offers interesting and fascinating facts for the children to enjoy that really grasp their interest.	Children develop their knowledge of the Anglo Saxon invasion and settlement in Britain through a series of practical and informative lessons that have imaginative outcomes. It enables the learning of historic events, such as Anglo Saxon Settlement and the arrival of Christianity in Britain. Children will be able to explore Anglo Saxon life through the investigation of Sutton Hoo burial site.	In this fascinating topic, children will learn what mountains, rivers and coasts actually are, some of the forces that help create and shape these important features, and the effects they have on the world around them. They will learn technical terminology and be able to apply it to rivers and mountains. Children are able to share their own experiences with each other about their own travels and heritage. They will learn about the climates, human interactions, and lifestyles shaped by	These amazing works of art and architecture will help the children to see the imagination and sheer hard work that human beings are capable of. They are also reminders of the human capacity for disagreement, destruction and embellishment. Through this topic they will focus on using their map and research skills to locate these wonders and learn about the countries in which they are based.	Children develop their knowledge of the Viking invasion and settlement in Britain through a series of practical and informative lessons that have imaginative outcomes. It enables the learning of historic events, such as the first invasion as well as geographical terms where the children learn where the Vikings are from.	This topic will inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. This topic is based using the children's home town which really brings the subject to life. Children will link their work on studying their local area with their understanding of countries around the world. Comparison is an everyday practice, but it is also one of the methods systematically used by geographers and serves various scientific purposes

			the mountains, rivers and coasts of the world.			and by using the two areas, children can compare and learn the skills with confidence and enthusiasm.
<b>Core Texts</b>	<u>Stone Age Tales- The Great Storm</u> <i>Terry Deary</i> <u>Matilda</u> <i>Roald Dahl</i>	<u>Matilda</u> <i>Roald Dahl</i>	<u>Kensuke's Kingdom</u> <i>Michael Morpurgo</i>	<u>The Borrowers</u> <i>Mary Norton</i>	<u>Beowulf</u> <i>Robert Nye</i> <u>Macbeth</u> <i>William Shakespeare</i>	<u>Skyhawk</u> <i>Gill Lewis</i>
<b>Mathematics</b>	Place Value. Addition and Subtraction.	Measurement: length and perimeter. Multiplication and division.	Multiplication and division. Measurement: area. Fractions.	Fractions. Decimals. Consolidation.	Decimals. Measurement: money. Measurement: time.	Statistics. Geometry: properties of shape. Geometry: position and direction. Consolidation.
<b>English</b>	Story in a geographical setting  Instructions- Jonathan Bond- How to write a recipe (use the structure to fit with key text)  Structured Poetry- Jonathan Bond-How to build an image over a stanza  Jonathan Bond- How to learn from an author	Persuasive letter Story in a familiar setting- Jonathan bond- How to write a persuasive brochure  Newspaper Report- Jonathan Bond- How to write a newspaper report  Jonathan Bond- How to write a tanka	Performance Poetry- Jonathan Bond- How to perform your own poem  Diary Entry  Non-chronological report	Adventure Story- Jonathan Bond- How to balance telling, description, dialogue and action  Instructions- Jonathan Bond- How to write a guidebook  Poetry—Jonathan Bond- How to write a cinquain	Myths and legends- Jonathan Bond- How to write a defeating the monster story  Jonathan Bond- How to enjoy Shakespeare	Discussion text  Explanation text- Jonathan Bond-How to write a magazine article  Recount from the point of view of a character  Poetry-Jonathan Bond- How to communicate through poetry

<b>Year 4 Unit Title</b>	<b>Animals including Humans</b>	<b>Living thing and their habitats</b>	<b>Electricity</b>	<b>Electricity</b>	<b>States of Matter</b>	<b>Sound</b>
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**We engage children in practical experiments that use all five of the year three types of investigations. Children are encouraged to be inquisitive and challenge their own thinking. We expect them to make predictions, test their theories out and evaluate their hypothesis. We aim to provide access to high quality activities and materials that they would not necessarily engage in at home, such as cooking, circuitry.**

<b>Key Scientist</b>	<b>Constantin Fahlberg</b>	<b>Jane Goodall</b>	<b>Benjamin Franklin</b>	<b>Albert Einstein</b>	<b>Alexander Graham Bell</b>
<b>Year 4 Science</b>	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.	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.	One off starter lesson to complement Topic/Cross Curricular. To understand the water cycle - liquid to gas – gas to liquid.  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.	Compare and group materials together, according to whether they are solids, liquids or gases. Understand that some liquids have a different viscosity and some solids can change shape but not be compressed. Be aware of the particle construction of the states of matter. 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).	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.

			<p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	
<p><b>Key Vocabulary</b></p>	<p>human digestive system mouth tongue-mixes, moistens, saliva teeth: incisors- cutting, slicing canines- ripping, tearing molars-chewing, grinding oesophagus transports stomach acid enzymes small intestine large intestine carnivore herbivore omnivore brush floss food chain Sun producers prey</p>	<p>Alive Dead not living food chain habitat microhabitat respiration growth diet energy movement senses predator prey energy producers</p>	<p>appliances electricity electrical circuit cell wire bulb buzzer danger electrical safety sign insulators wood rubber plastic glass conductors metal water switch open closed components plug motor</p>	<p>solid liquid gas air oxygen powder grain/ granular crystals ice/ water/ steam water vapour heated/ heating cooled/ cooling temperature degrees Celsius melt freeze solidify melting point molten boil</p>	<p>sound sound source noise vibrate travel solid liquid gas pitch tune high low volume loud quiet fainter muffle vibrations insulation instrument percussion strings brass woodwind</p>

	predators		mains		tuned instrument
Year 4 History	Through the ages (Iron Age to Stone Age)	Anglo Saxon			Vikings
	<p>History is as practical, interactive and immersive as possible. We begin each unit by placing the period we are studying on a timeline which builds on and revises children’s previous learning, putting the time period in context.</p> <p>We then move on to evaluating sources of evidence from the time period in question: we look at how we know what life was like; how we get our information; and how sources can answer historical questions. We also begin to discuss the reliability of different types of source and what can impact this. In each unit, we spend a lesson learning about how people lived during the period which gives children a sense of what life was like. This is further enhanced by Viking and Tudor workshops which allow children to put themselves in the shoes of citizens of the time. Once we have learned about what life was like for the people, we focus on understanding how this can shape their accounts of history. We spend a lesson communicating what we have learned. This could be done through drama, drawing, diagrams, writing, storytelling or even ICT – but this gives the children time to consolidate their understanding of the period and reflect on how we know what life was like during it. To finish a unit of work, we think about the changes that occurred over the time period we have been focussing on and how these developments shaped the future. Throughout this, we focus on the evidence that informs us about these changes and ensure we are using correct dates and historical terminology.</p>				

	<p>Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</p> <p><i>Looking at the chronology of mankind, children are introduced to Britain's story. They use archaeological evidence to find out about the Stone Age, Bronze and Iron Age</i></p> <p>1 How long ago did prehistoric man live?</p> <p>2 What does Skara Brae tell us about life in the Stone age?</p> <p>3 Who was Amesbury Archer?</p> <p>4 How did bronze change life in the Stone-Age?</p> <p>5 How did trade change life in the Iron -Age?</p> <p>6 What changed between the stone</p>	<p>How hard was it to invade and settle in Britain?</p> <p>Developing an understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain</p> <p>1 Who were the Anglo Saxons and scots?</p> <p>2 How did the Anglo Saxons settle in Britain?</p> <p>3 What does Sutton Hoo tell us about Anglo Saxon life?</p> <p>4 How did Christianity arrive in Britain?</p> <p>5 Was King Alfred really great?</p> <p>6 How did Anglo Saxon rule end?</p>			<p>Were the Vikings raiders, traders or settlers?</p> <p>Investigating whether the Vikings were raiders, traders or settlers, making boats to see if the Vikings were engineers and exploring causes and consequences. Making deductions from sources, identifying the author's viewpoint and explaining how this impacts the accuracy of the source</p> <p>1 Why did the Vikings come to Britain?</p> <p>2 What do we know about the Vikings?</p> <p>3 How did the Vikings travel?</p> <p>4 Were the Vikings raiders or traders?</p> <p>5 What were the consequences of the Anglo-Saxon and Vikings' struggle for Britain?</p>	
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	age and the iron age?				6 What was Viking life in Britain like?	
<b>Key Vocabulary</b>	<i>Vocab:</i> <i>BC</i> <i>AD</i> <i>Bartering</i> <i>Settlement</i> <i>Trade</i> <i>Tribe</i> <i>Neolithic period</i>	<u>Vocab</u> Inference Claimant Invasion Kingdom Missionary Oath Settlement Settlers Viking raids Vikings			<u>Vocab</u> Inference Claimant Invasion Kingdom Missionary Oath Settlement Settlers Viking raids Vikings	
<u>Vocabulary</u> recent history, time difference, shape our lives, religious, trader, settler, monarch, empire, differences, wealthy / poor, items, accurate picture of the past, version, historical argument, point of view. primary source, secondary source, evidence						
<b>Geography</b>			<b>Rivers, Mountains and seas</b>	<b>7 Wonders of the world</b>		<b>Our World</b>

Geography is as practical, interactive and immersive as possible. Every lesson begins with a recap of key core knowledge, such as: the location of UK countries and their capitals, the location of the continents and their features, the names and locations of oceans and seas and the four points of a compass.

In our first unit of work, we spend lessons focussing on river formation and features, mountain formation and features, map keys and symbols, the causes of natural disasters and their human impact and map features. This all links with our work in science which focusses on the water cycle and forms excellent cross curricular links.

Our second focus is on the world and its features. We learn about key features of the globe: the equator, the hemispheres, the tropics and the poles and move on to an understanding of the weather in countries in these locations (particularly focussing on how proximity to the equator affects weather). We use the seven wonders to pique children's interest in locating countries and discuss the weather and time zones of these countries.

In the summer term, we revise our understanding of map keys and symbols to enable us to use and draw maps at various scales. This focusses on our local area, and we try to follow and give directions to get us around our town. We compare the physical and human features of our locality to the countries in which we have found the modern wonders and move on to a discussion about how Basildon has changed over time and what we predict the future of our town could be. Our focus is on honing children's geographical skills and enabling them to utilise them to access our world now and in the future.

Key Knowledge and Vocabulary			<p>Discuss how to best formulate meaningful geographical enquiry questions and investigate possible answers (e.g. What evidence is there that...; Is there a pattern between...; Why did x change?)- what is a map? How is the UK split up? What are the capital cities? How are mountains formed? How do natural disasters occur? What effects do we have on the</p>	<p>Discuss how to best formulate meaningful geographical enquiry questions and investigate possible answers (e.g. What evidence is there that...; Is there a pattern between...; Why did x change?)- What are the seven natural wonders? Where is the equator? Why should we use natural resources? How do different countries compare to the UK? What is longitude?</p>	<p><b>Earth Day:</b> Explain what a place might be like in the future, taking account of issues impacting on human features</p> <p>Understand the distribution of natural resources including energy, food, minerals and water (Earth Day)</p>	<p>Discuss how to best formulate meaningful geographical enquiry questions and investigate possible answers (e.g. What evidence is there that...; Is there a pattern between...; Why did x change?)- How does the climate change? (Earth Day) How has the land changed? What may happen to the land in the future? Why?</p>
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			<p><b>environment?</b> (covered in Science)</p> <p><i>What does altitude mean?</i> <i>How do rivers and seas link?</i> <i>Can you explain how a mountain is formed?</i> <i>How does the water cycle work?</i> (covered in Science) <i>What is a biome?</i> <i>What is a vegetation belt?</i></p> <p><i>TigTag- Rivers:</i> <i>What do we call the path that a river follows?</i> <i>Where does a river start?</i> <i>Why do rivers flow downhill?</i> <i>What is the name for a small stream or river that flows into a larger one?</i> <i>What is the end point of a river called?</i> <b>Use keys and symbols - differentiating</b></p>	<p><i>What is latitude?</i></p> <p>Make simple observations of weather patterns the UK and compare to other places and relate to the equator</p> <p>Use a range of sources to research and present information, including ICT (E.g. reports, graphs, sketches, pictures)</p> <p>Compare the UK to another country focussing on their topic (Seven wonders)</p> <p>Develop understanding of difference between human and physical geography and how they interact</p> <p>Discuss why the weather is different around the world</p>		<p>Name the 8 points of a compass. Use simple compass directions. Use other directional language (left/ right/ up / down/forwards/ backwards)</p> <p>Use globes, maps, plans at a range of scales - i.e. following a route on map and make maps and plans</p> <p>Use geographical vocabulary to refer to key physical features: e.g. cliff, coast, vegetation, sea, ocean, river, soil, valley, mountain and their formation</p> <p>Understand how some natural disasters occur (earthquakes and volcanoes)</p> <p>Understand how some aspects of land have changed over time</p>
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			<p>countries, capital cities, rivers, main cities and roads</p> <p>Develop understanding of difference between human and physical geography and how they interact</p> <p>Use geographical vocabulary to refer to key physical features: e.g. cliff, coast, vegetation, sea, ocean, river, soil, valley, mountain and their formation</p> <p>Understand processes involved in the water cycle (covered in Science too)</p> <p>Locate key topographical features (including hills, mountains, coasts and rivers) in the UK</p>	<p>Understand geographical similarities and differences through the study of places linked to topic (seven wonders)</p> <p>Understand the location of hot and cold areas of the world in relation to the Equator, hemispheres, tropics and the North and South Poles</p> <p>Discuss countries that pupils have connections with (heritage or visited) and describe a places outside of Europe using geographical terms and express own views about people, places and environments</p> <p>Locate some of the world's countries focussing on Europe (including the location of Russia) and North and South America using maps/</p>		<p>Explain what a place might be like in the future, taking account of issues impacting on human features</p> <p>Use world maps, atlases and globes to identify the UK and its countries. Locate counties within the UK.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics</p>
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				<p>globes/ computer mapping</p> <p>Locate countries around the world and identify the 5 oceans.</p> <p>Identify the 7 continents and their characteristics and why</p> <p>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)</p>		
			<p>River Mountain Sea Water cycle Formation Altitude Mouth</p>	<p>Equator Hemisphere Great Wall of China Petra Christ the Redeemer Colosseum Taj Mahal</p>		<p>Compass Points North South East West Fieldwork</p>

			Tributary Tectonic Plates Evaporation Precipitation Condensation	Machu Picchu Chitchen Itza		Comparison Grid references Map
<b>Year 4</b> Art	Autumn 1 Sculpture/3D Work	Autumn 2 Textiles/Collage	Spring 1 Printing	Spring 2 Painting	Summer 1 Cooking	Summer 2 Drawing
<b>Year 4</b> Key Knowledge	Carving spearheads out of bars of soap (2 Lessons)  Make salt dough necklaces inspired by stone age jewellery (2 Lessons)	Make a Viking shield from a recycled pizza packaging and tissue paper collage, distress) (2 weeks)  Use various techniques to attach different materials	String printing of a river. (1 Lesson)  Wax crayon/oil pastel monoprints inspired by Artist Katsushika Hokusai and the book 'Kensuke's Kingdom (2 Lessons)	Use paint to represent different types of materials (i.e rusty metal, shiny metal, fur etc) (Artist: Prunella Clough, Tapiés) (1 Lesson)	Children to design their own bread for a new bakery that they are opening. The must design/make/evaluat e the bread.  <b>Start to use research          and develop design</b>	Sketch an osprey – link with class book (1/2 Lessons)  Sketch a group of ospreys in a nest using the skills from the previous lesson. (1 Lesson)

	<p>Make mud huts from natural resources (1/2 Lessons)</p> <p>Use language appropriate to skill and technique.</p> <p>Continue to explore carving as a form of 3D art.</p> <p>Use equipment and media with confidence. Learn to secure work to continue at a later date.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Construct a simple base for extending and modelling other shapes.</p> <p>Begin to use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p>	<p>together (glue, sew, staple). Design and Make a Viking Boat (2 Lessons)</p> <p>Use different fabrics and apply different treatments (print, dye, weave, stitch, knot, fray, plait) Design and make a Viking helmet. (2 Lessons)</p> <p>Produce more intricate surface patterns/ textures and use them when appropriate. Use language appropriate to skill and technique. Show awareness and name a range of different fabrics. Knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Use equipment and media with confidence. Learn to secure work to continue at a later date.</p> <p>Use language appropriate to skill and technique.</p>	<p>Use 3 natural materials to create a print of a riverbank. (2 Lesson)</p> <p>Continue to gain experience in applying colour with printing.</p> <p>Use language appropriate to skill and technique.</p> <p>Print simple pictures using different printing techniques.</p> <p>Continue to explore both mono-printing and relief printing. Demonstrate experience in 3 colour printing.</p> <p>Begin to use a sketchbook to record media explorations and experimentations as well as try out ideas.</p> <p>Printing, Template, Colourings, Mono-printing, Relief printing,</p>	<p>Experiment with paint application and texture. Paint a wonder of the world. (1 Lesson)</p> <p>Colour, shade, tone (i.e. paint a leaf using 3 shades of green made by mixing different amounts of blue and yellow) – Painting two different wonders and comparing them. (1 Lesson)</p> <p>Paint with a piece of paper pinned to the underside of a table inspired by the ceiling of the Sistine Chapel by Michelangelo. Painting their favourite wonder from the term. – Publish and mount. (1/2 Lessons)</p> <p>Begin to use light and dark within painting and begin to explore complimentary colours.</p>	<p>criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Start to select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Start to select from and use a wider range of materials and components, including construction materials, textiles and ingredients,</p>	<p>Draw a self-portrait – monotone. (1 Lesson)</p> <p>Design a new logo for Basildon, experimenting with mark making, pattern and colour. (1 Lesson)</p> <p>Create textures and patterns with a wide range of drawing implements.</p> <p>Use language appropriate to skill and technique.</p> <p>Record ideas and make changes in a sketch book.</p> <p>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</p> <p>White, Black, Pen, Pencil, Colouring pencils, Line, vertical, horizontal, diagonal, straight, curved, texture, tone,</p>
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	<p>Apply understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Understand and use mechanical systems in their products for example gears, pulleys, cams, levers and linkages.</p> <p>Understand and use mechanical systems in products. For example, series circuits incorporating switches, bulbs, buzzers and motors.</p> <p>Apply understanding of computing to program monitor and control products – ICT link.</p> <p>3D 3 Dimensional Extending Modelling Objects Materials Recycled Carving</p>	<p>Show further experience in changing and modifying threads and fabrics, fabrics from other countries.</p> <p>Textures, Patterns, Explore, Experiment, Materials, Colour, Weave, Print textile, Dye, Decorate, Beads, Buttons, Feathers, cotton</p>		<p>Mix colour, shades and tones with increasing confidence.</p> <p>Record ideas and make changes in a sketch book</p> <p>Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Confidently create different effects and textures with paint according to what they need for the task. Use language appropriate to skill and technique.</p> <p>Discuss own work and others work, expressing thoughts and feelings.</p> <p>Colour wheel, primary colours, secondary colours, complementary/tertia</p>	<p>according to their functional properties and aesthetic qualities</p> <p>Start to investigate and analyse a range of existing products – compare their product to what is already on the market</p> <p>Start to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Start to understand how key events and individuals in design and technology have helped shape the world.</p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Start to prepare and cook a variety of predominantly savoury dishes using a range of cooking Techniques.</p>	<p>shading, cross hatching</p>
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				ry colours, paint, water colour	Start to understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.  Cook Prepare Make Mix Ingredient Method Process Evaluate Seasonality	
<b>Vocabulary</b>	Textures Patterns Explore Experiment Materials Colour	<b>Line vertical horizontal diagonal straight curved texture tone shading cross hatching</b>	Paint Watercolour Colour White Black Pen Pencil Paint Colouring pencils <b>elements primary secondary colour wheel complementary</b>	Printing Template Colourings Mono-printing Relief printing Black, white, cotton	3 dimensional Perspective Weave Print textile Dye Decorate Beads Buttons Feathers	Textures Patterns Explore Experiment Materials Colour
<b>Year 4 DT</b>		Learn about inventors, designers, engineers, chefs and manufacturers			Working with tools, equipment and materials.	Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Make a slip to join to pieces of clay

						Decorate, coil, and produce Marquette's confidently when necessarily.	
	<p><b>In year four we guarantee that the children build and evaluate their projects in order make thoughtful changes that will change the overall quality of their outcome. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. It is essential that the children make prototypes and test their understanding.</b></p> <p><b>We participate in the Ford Engineering project by making battery powered cars that need to travel a distance up a ramp. It helps to bring Design and Technology to life whilst also linking to Science. The project encourages children to cooperate and support each other. They also use materials that they will not have used before, e.g. they measure and cut wood with a saw.</b></p> <p><b>Year four children understand how key events and individuals in design and technology have helped shape the world. We hope that by doing this we inspire children and help them to achieve the best possible future they can.</b></p>						
<b>Year 4</b> Key Knowledge		Evaluate key designs of individuals in design and technology has helped shape the world.				<p>Understand how to reinforce and strengthen a 3D framework.</p> <p>Develop plan and communicate ideas. When designing and making, pupils should be taught to: "Start to generate ideas, considering the purposes for which they are designing."</p> <p>Use recycled, natural and man-made</p>	<p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>When designing and making, pupils should be taught to: "Select a wider range of tools and techniques for making their</p>



					<p>materials to create sculptures.</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes</p> <p>using appropriate tools</p> <p>Start to join and combine materials and components accurately in temporary and permanent ways.</p>	<p>product safely."</p> <p>Know how to measure, mark out, cut and shape a range of materials,</p>
<b>Vocabulary</b>		Invent, design, process, create, innovate, Alexander Bell, Thomas Edison, Leonardo DaVinci, John Fowler,			Plan, preparation, review, adapt, Design, framework, 3D, assemble, glue, attach	Slab, formation, elasticity, natural material, develop, dry, mould, pottery
<b>Music</b>	Year 4 Unit 1 - How Does Music Bring Us Together?	Year 4 Unit 2 - How Does Music Connect Us With The Past?	Year 4 Unit 3 - How Does Music Make The World A Better Place?	Year 4 Unit 4 - How Does Music Teach Us About Our Community?	Year 4 Unit 5 - How Does Music Shape Our Way Of Life?	Year 4 Unit 6 - How Does Music Connect Us With The Environment?
<b>Key Knowledge</b>	<b>Key knowledge:</b> Tempo: 112 bpm (Moderato, a moderate speed)	<b>Key knowledge:</b> Tempo: 97 bpm (Andante, a walking pace)	<b>Key knowledge:</b> Tempo: 150 bpm (Allegro, a fast pace) Time Signature: 3/4 (3 crotchets in every bar)	<b>Key knowledge:</b> Tempo: 97 bpm (Andante, a walking pace)	<b>Key knowledge:</b> Tempo: 68 bpm (Adagio, a slow pace) Time Signature: 4/4 (4 crotchets in every bar)	<b>Key knowledge:</b> Tempo: 114 bpm (Moderato, a moderate pace)

	<p>Time Signature: 4/4 (4 crotchets in every bar) Simple rhythmic patterns using minims, dotted crotchets, crotchets, quavers and their rests Key Signature: C major (no sharps/flats) Simple melodic patterns using the notes C D E</p> <p><b><u>Song</u></b> <b><u>Composer</u></b> <b><u>Genre</u></b> <b><u>Date</u></b></p> <p>Hoedown Joanna Mangona and Pete Readman 20th and 21st Century Orchestral 2020/21</p> <p>Go Tell It On The Mountain Unknown Reggae 1865</p> <p>I'm Always There Joanna Mangona</p>	<p>Time Signature: 2/4 (2 crotchets in every bar) Simple rhythmic patterns using minims, dotted crotchets, crotchets, quavers, semiquavers and their rests Key Signature: F major (1 flat) Simple melodic patterns using the notes F G A</p> <p><b><u>Song</u></b> <b><u>Composer</u></b> <b><u>Genre</u></b> <b><u>Date</u></b></p> <p>Looking In The Mirror Joanna Mangona and Chris Taylor Pop 2020/21</p> <p>It's All About Love Joanna Mangona and Chris Taylor Pop 2020/21</p>	<p>Simple rhythmic patterns using minims, dotted crotchets, crotchets, quavers and their rests Key Signature: G major (1 sharp) Simple melodic patterns using the notes G A B</p> <p><b><u>Song</u></b> <b><u>Composer</u></b> <b><u>Genre</u></b> <b><u>Date</u></b></p> <p>Bringing Us Together Joanna Mangona and Pete Readman Disco 2020</p> <p>Mambo From West Side Story Leonard Bernstein Musicals 1957</p> <p>Old Joe Clark Unknown Folk Early 1900s</p>	<p>Time Signature: 2/4 (2 crotchets in every bar) Simple rhythmic patterns using minims, dotted crotchets, crotchets, quavers, semiquavers and their rests Key Signature: G major (1 sharp) Simple melodic patterns using G A B D E</p> <p><b><u>Song</u></b> <b><u>Composer</u></b> <b><u>Genre</u></b> <b><u>Date</u></b></p> <p>Let Your Spirit Fly Joanna Mangona and Pete Readman R&amp;B 2020/21</p> <p>Symphony No.5 4th Movement Ludwig van Beethoven Classical 1808</p>	<p>Simple rhythmic patterns using minims, crotchets, dotted quavers, quavers, semiquavers and their rests Key Signature: A minor (no sharps/flats) Simple melodic patterns using the notes A B C D E F G</p> <p><b><u>Song</u></b> <b><u>Composer</u></b> <b><u>Genre</u></b> <b><u>Date</u></b></p> <p>You Can See It Through Joanna Mangona and Chris Taylor Electronic Dance Music 2020/21</p> <p>A Ceremony Of Carols Benjamin Britten 20th and 21st Century Orchestral / Choral 1942</p>	<p>Time Signature: 4/4 (4 crotchets in every bar) Simple rhythmic patterns using minims, dotted crotchets, crotchets, quavers and their rests Key Signature: C major (no sharps/flats) Simple melodic patterns using the notes C D E G A</p> <p><b><u>Song</u></b> <b><u>Composer</u></b> <b><u>Genre</u></b> <b><u>Date</u></b></p> <p>Train Is A-Comin' Unknown Gospel Unknown</p> <p>O Euchari Hildegard von Bingen Choral 1140</p> <p>The Octopus Slide Joanna Mangona and Brendan Reilly</p>
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	<p>Soul: Ballad 2020/21</p> <p>Trick Or Treat Joanna Mangona and Pete Readman 20th and 21st Century Orchestral 2020/21</p> <p>Martin Luther King Chris Madin R&amp;B 2020/21</p> <p><b><u>Musicianship</u></b> <b><u>(including playing,</u></b> <b><u>composing and</u></b> <b><u>improvising)</u></b> Tempo: 112bpm Time Signature: 4/4 Key Signature: C major Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers. Melodic patterns: C, D, E Improvise Together - Activity 1 Tempo: 112bpm Time Signature: 4/4 Key Signature: C major</p>	<p>Take Time In Life Unknown Folk Unknown</p> <p>Perdido Juan Tizol Jazz 1941</p> <p>Scarborough Fair Unknown Folk Unknown</p> <p><b><u>Musicianship</u></b> <b><u>(including playing,</u></b> <b><u>composing and</u></b> <b><u>improvising)</u></b> Tempo: 97bpm Time Signature: 2/4 Key Signature: F major Rhythmic patterns using: Minims, dotted crotchets, crotchets, quavers and semiquavers. Melodic patterns: F, G, A Improvise Together - Activity 1 - As Unit 1</p>	<p>Bachianas Brasileiras No. 2 - The Little Train Of The Caipira Heitor Villa-Lobos 20th and 21st Century Orchestral 1930</p> <p>Dance With Me Joanna Mangona and Pete Readman 20th and 21st Century Orchestral 2020/21</p> <p><b><u>Musicianship</u></b> <b><u>(including playing,</u></b> <b><u>composing and</u></b> <b><u>improvising)</u></b> Tempo: 150bpm Time Signature: 3/4 Key Signature: G major Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers. Melodic patterns: G, A, B Improvise Together - Activity 2 Tempo: 114bpm Time Signature: 4/4 Key Signature: C major</p>	<p>Frère Jacques Unknown Jazz Unknown</p> <p>On The Beautiful Blue Danube Johann Strauss II Romantic 1 866</p> <p>The Other Side Of The Moon Joanna Mangona Rock 2020/21</p> <p>Tempo: 97bpm Time Signature: 2/4 Key Signature: G major Rhythmic patterns using: Minims, dotted crotchets, crotchets, quavers and semiquavers. Melodic patterns: G, A, B, D, E Improvise Together - Activity 2 - As Unit 3</p>	<p>Oh Happy Day Philip Doddridge Gospel Mid 1700s</p> <p>Romeo and Juliet, Overture-Fantasy Pyotr Ilyich Tchaikovsky Romantic 1872</p> <p>A World Full Of Sound Joanna Mangona and Pete Readman 20th and 21st Century Orchestral 2020/21</p> <p><b><u>Musicianship</u></b> <b><u>(including playing,</u></b> <b><u>composing and</u></b> <b><u>improvising)</u></b> Tempo: 68bpm Time Signature: 4/4 Key Signature: A minor Rhythmic patterns using: Minims, crotchets, dotted quavers, quavers and semiquavers. Melodic patterns: A, B, C, D, E, F, G</p>	<p>Funk 2020</p> <p>Connect Joanna Mangona and Chris Taylor Electronic Dance Music 2020/21</p> <p><b><u>Musicianship</u></b> <b><u>(including playing,</u></b> <b><u>composing and</u></b> <b><u>improvising)</u></b> Tempo: 114bpm Time Signature: 4/4 Key Signature: C major Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers. Melodic patterns: C, D, E, G, A Improvise Together - Activity 3 - As Unit 5</p>
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	Improvise section using: C, D, E, G, A		Improvise section using: C, D, E, G, A		Improvise Together - Activity 3 Tempo: 68bpm Time Signature: 4/4 Key Signature: A minor Improvise section using: A, B, C, D, E, F, G	
<b>Vocabulary</b>	A capella Appraising Arrangement Backing Balance Beat Chorus Composition Cover Duet Dynamics Ensemble Improvisation Instrumental Lyrics Melody Notation Original Pitch Pulse Rhythm Solo Steady Structure Style Tempo Verse	A capella Appraising Arrangement Backing Balance Beat Chorus Composition Cover Duet Dynamics Ensemble Improvisation Instrumental Lyrics Melody Notation Original Pitch Pulse Rhythm Solo Steady Structure Style Tempo Verse	A capella Appraising Arrangement Backing Balance Beat Chorus Composition Cover Duet Dynamics Ensemble Improvisation Instrumental Lyrics Melody Notation Original Pitch Pulse Rhythm Solo Steady Structure Style Tempo Verse	A capella Appraising Arrangement Backing Balance Beat Chorus Composition Cover Duet Dynamics Ensemble Improvisation Instrumental Lyrics Melody Notation Original Pitch Pulse Rhythm Solo Steady Structure Style Tempo Verse	A capella Appraising Arrangement Backing Balance Beat Chorus Composition Cover Duet Dynamics Ensemble Improvisation Instrumental Lyrics Melody Notation Original Pitch Pulse Rhythm Solo Steady Structure Style Tempo Verse	A capella Appraising Arrangement Backing Balance Beat Chorus Composition Cover Duet Dynamics Ensemble Improvisation Instrumental Lyrics Melody Notation Original Pitch Pulse Rhythm Solo Steady Structure Style Tempo Verse

	Vocals	Vocals	Vocals	Vocals	Vocals	Vocals
<b>Enquiry</b>	<i>Where do religious beliefs come from?</i>	<i>What do we mean by truth? Is seeing believing?</i>	<i>How do/have religious groups contribute to society and culture?</i>	<i>Why is there so much diversity of belief within Christianity?</i>		<i>What does sacrifice mean?</i>
<b>Religion</b>	<b>Christian</b>	<b>Multi, Sikh</b>	<b>Hindu, Christian</b>	<b>Christian</b>		<b>Multi, Humanist</b>
<b>Core Knowledge</b>	<ul style="list-style-type: none"> <li>God: specifically, the Christian belief in one God, who is described as Trinity (Father, Son, Holy Spirit)</li> <li>Sources of authority that explain to Christians the nature of God, eg Bible, experience, creeds</li> <li>Jesus: as God incarnate, also known as the Son of God.</li> <li>The Christian belief that Jesus fulfilled</li> </ul>	<ul style="list-style-type: none"> <li>Different views about the nature and existence of God</li> <li>The difference between knowledge, belief and opinion</li> <li>The complex nature of concepts such as truth and reality</li> <li>Debates about whether something can be proven</li> <li>Sikh beliefs about God as Supreme Truth, Ultimate reality</li> </ul>	<ul style="list-style-type: none"> <li>Christian teachings about compassion and care for the most vulnerable in society e.g., Agape, "Love your neighbour ..."</li> <li>Hindu teachings about compassion and care for the most vulnerable in society e.g., seva (to serve selflessly), following dharma (duty).</li> <li>The life and work of a Christian</li> </ul>	<ul style="list-style-type: none"> <li>Understand the Church as a global community of Christian believers.</li> <li>Awareness of the concept of denominations within Christianity, along with examples e.g. Anglican, Roman Catholic, Baptist, Methodist, Free Church, Salvation Army.</li> <li>Describe different expressions of</li> </ul>		Still to come

	<p>prophecies about the Messiah</p> <ul style="list-style-type: none"> <li>The Christian belief that humans are made in God's image, but became sinful and needed saving</li> </ul> <p>Textual theology; considering genre, author, context and audience in relation to the Bible</p>	<p><b>and Sustainer of all things</b></p> <ul style="list-style-type: none"> <li><b>Use of the term Waheguru and other titles used for God</b></li> </ul>	<p>individual whose faith impacts (or impacted) on their actions e.g., Martin Luther King, Mother Teresa, Edith Cavell.</p> <ul style="list-style-type: none"> <li>The role of the Hindu community in charity work as an expression of dharma e.g., Sewa UK, Bochasanwasi Shri Akshar Purushtottam Swaminarayan Sanstha.</li> <li>The life and work of a Hindu whose faith impacts (or impacted on) their actions e.g., Mahatma Gandhi</li> </ul>	<p>Christian worship including for example the Eucharist and pilgrimage.</p> <p>The diverse ways in which people celebrate festivals such as Christmas, Easter and Pentecost; in particular contrasting two different contexts such as local/global or rural/urban.</p>		
<b>Key words</b>	<b>Bible, Messiah, Commandments, Incarnation, Testament, Sacrifice, Prophecy, Atonement</b>	<b>Axiom, Proof, Burden of Proof, Reality, Evidence, Truth, Logical Fallacy, Ultimate Reality</b>	<b>Christian, Compassion, Contribution, Society, Impact, Hindu, Dharma, Seva/Sewa</b>	<b>Society, Worship, Re</b>		

PSHE	<u>Autumn 1</u> Beginning and belonging	<u>Autumn 2</u> My emotions	<u>Spring 1</u> Safety context/healthy lifestyles	<u>Spring 2</u> Rights, rules and responsibilities	<u>Summer 1</u> Diversity and communities	<u>Summer 2</u> Personal safety <u>Summer 2</u> <u>HRSE</u>
Key Knowledge	<p>Family and relationships, jobs in the community, how we use the internet, how to keep safe online and what to do if something isn't right.</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>L26. Talk about a range of jobs and explain how they will develop skills to work in the future</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p>	<p>My own self-worth and strengths, to know about jobs and what is needed to achieve them, positive, healthy friendships and how to maintain them.</p> <p>H28. To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>L26. To know that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L30. To know about some of the skills that will help them</p>	<p>Healthy lifestyles and physical health, how to have positive mental health including sleep and exercise and dealing with emotions.</p> <p>H3. To make choices about how to develop healthy lifestyles (e.g. knowing the importance of healthy diet &amp; exercise)</p> <p>H15. To know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. To know about strategies and behaviours that support mental health — including</p>	<p>Rules and laws in and outside of school, compassion and concern for each other, protecting the environment around us.</p> <p>L1. To recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. To recognise there are human rights, that are there to protect everyone</p> <p>L4. The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p>	<p>How to access help if they are uncomfortable, marriage and civil partnership, responsibilities at home and at school.</p> <p>R16. To recognise when they feel uncomfortable when they see or hear something online, and know how to access help</p> <p>R1. To identify different types of relationships (e.g. marriage/friendships ) &amp; show ways to maintain good relationships (e.g. listening, supporting, caring)</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults</p>	<p>Age restrictions and why they exist e.g. games, online, films and programmes, hazards in the environment, how to keep safe and basic first aid.</p> <p>Growing and changing</p> <p>What is puberty</p> <p>Puberty, changes and reproduction</p> <p>H37. To know reasons for following restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p>

	<p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p>	<p>in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. To identify the kind of job that they might like to do when they are older</p> <p>R10. To know about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. To explore what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness)</p>	<p>how good quality sleep, physical exercise/time outdoors etc.</p> <p>H19. To have a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H24. To know problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools etc.</p>	<p>L5. To explore ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices</p> <p>L10. To know about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	<p>who love and care for each other, which is intended to be lifelong</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p>	<p>H39. To know about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p> <p>H41. To learn strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H43. To know about what is meant by first aid; basic techniques for dealing with common injuries</p>
<p><b>Vocabulary</b></p>	<p>Emotions, happiness, joy, sadness, nervous, confident, happy, unhappy, feelings, change, circumstances,</p>	<p>Bullying, anti-bullying, sad, miserable, lonely, unkind, assertiveness, support, help, respond,</p>	<p>Medicine, nicotine, alcohol, drugs, affect, body, choice, impact, pressure, peers, risk, decision, legal</p>	<p>Difference, stereotypes, needs, media, environment, animals, care, community, challenge</p>	<p>Healthy, healthily, active, sleeping, physical, mental, persuasion, menu, food choices, benefits, snacks. Dental hygiene</p>	<p>Money, paid, safe, grow, risk, spending, choices, manage, feelings, value, culture, charity, effectively</p>



	positive, negative, difficult, worries	demonstrate, strategies				
<b>PE</b>	<b>Netball and dance</b>	<b>Outdoor and adventurous and dodgeball</b>	<b>Football and Gymnastics</b>	<b>Tag Rugby and Fitness</b>	<b>Tennis and Cricket</b>	<b>Athletics</b>
<b>Key Knowledge</b>	<p>To develop passing and moving and play within the footwork rule.</p> <p>To develop passing and moving towards a goal.</p> <p>To develop movement skills to lose a defender.</p> <p>To be able to defend an opponent and try to win the ball.</p> <p>To develop the shooting action.</p> <p>To develop playing using netball rules.</p> <p>To copy and create actions in response to an idea and be able to adapt this using changes of space.</p>	<p>To learn the rules of dodgeball and apply them to a game situation.</p> <p>To develop throwing at a moving target.</p> <p>To use jumps, dodges and ducks to avoid being hit.</p> <p>To develop catching a dodgeball at different heights.</p> <p>To learn how to block using the ball.</p> <p>To understand the rules of dodgeball and use them to play in a tournament.</p> <p>To develop trust and team work.</p> <p>To involve all team members in an activity and work towards a collective goal.</p>	<p>To develop controlling the ball and dribbling under pressure.</p> <p>To develop passing to a teammate.</p> <p>To be able to control the ball with different parts of the body.</p> <p>To develop changing direction with the ball using an inside and outside hook.</p> <p>To be able to jockey / track an opponent.</p> <p>To be able to apply the rules and tactics you have learnt to play in a football tournament.</p> <p>To develop individual and partner balances.</p>	<p>To develop throwing, catching and running with the ball.</p> <p>To develop an understanding of tagging rules.</p> <p>To begin to use the 'forward pass' and 'off side' rule.</p> <p>To be able to dodge a defender and move into space when running towards the goal.</p> <p>To develop defending skills and use them in a game situation.</p> <p>To be able to apply the rules and tactics you have learnt and play in a tag rugby tournament.</p> <p>To develop an awareness of what</p>	<p>To develop overarm throwing and catching.</p> <p>To develop underarm bowling.</p> <p>To learn how to grip the bat and develop batting technique.</p> <p>To be able to field a ball using a two handed pick up and a short barrier.</p> <p>To develop overarm bowling technique.</p> <p>To play apply skills learnt to mini cricket.</p> <p>To develop hitting the ball using a forehand.</p> <p>To develop returning the ball using a forehand.</p>	<p>To develop stamina and an understanding of speed and pace in relation to distance.</p> <p>To develop power and speed in the sprinting technique.</p> <p>To develop technique when jumping for distance.</p> <p>To develop power and technique when throwing for distance.</p> <p>To develop a pull throw for distance and accuracy.</p> <p>To develop officiating and performing skills.</p>

	<p>To choose actions which relate to the theme.</p> <p>To use actions, dynamics, spacing and timing to represent a state of matter.</p> <p>To use actions, dynamics, spacing and timing to represent a state of matter.</p> <p>To remember and repeat actions and create dance ideas in response to a stimulus.</p> <p>To use action and reaction when creating ideas with a partner.</p> <p>To remember, repeat and create actions to represent an idea.</p> <p>To use choreographing ideas to change how actions are performed.</p>	<p>To develop trust and accept support whilst listening to others and following instructions.</p> <p>To be able to identify objects on a map, draw and follow a simple map.</p> <p>To draw a route using directions.</p> <p>To be able to orientate a map and navigate around a grid.</p>	<p>To develop control in performing and landing rotation jumps.</p> <p>To develop the straight, barrel, forward and straddle roll.</p> <p>To develop the straight, barrel, forward and straddle roll.</p> <p>To develop strength in inverted movements.</p> <p>To be able to create a partner sequence to include apparatus.</p>	<p>your body is capable of.</p> <p>To develop speed and strength.</p> <p>To complete actions to develop co-ordination.</p> <p>To complete actions to develop agility.</p> <p>To complete actions to develop balance.</p> <p>To complete actions to develop stamina.</p>	<p>To develop the backhand and understand when to use it.</p> <p>To work co-operatively with a partner to keep a continuous rally going.</p> <p>To use simple tactics in a game to outwit an opponent.</p> <p>To demonstrate honesty and fair play when competing against others.</p>	
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<p><b>Vocabulary</b></p>	<p>pass, catch, intercept, shoot, footwork, communicate, collaborate, fair play, persevere, tactics.</p> <p>physical, canon, unison, formation, dynamics, structure, space, balance, control, technique, observe</p>	<p>balance, running, communication, teamwork, trust, inclusion, listen, confidence, planning, map reading, decision, problem</p> <p>throw, catch, dodge, block, communicate, decision, team</p>	<p>dribble, pass, control, track, jockey, turn, receive, goal</p> <p>balance, rotate, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand</p>	<p>pass, catch, dodge, score, communicate, collaborate, integrity</p> <p>strength, speed, power, agility, coordination, balance, stamina, support, safety</p>	<p>underarm, catch, throw, forehand, backhand, ready position</p> <p>underarm and overarm throw, catch, underarm and overarm bowl, fielding, tracking, batting, strategies</p>	<p>pacing, sprinting, jumping for distance, throwing for distance</p>
<p><b>Computing</b></p>	<p><b>Animation</b></p>	<p><b>Cyberbullying</b></p>	<p><b>Powerpoint</b></p>	<p><b>Coding</b> <b>Code.org course D</b></p>	<p><b>Coding</b> <b>Code.org course D</b></p>	<p><b>Coding</b> <b>Code.org course D</b></p>
<p><b>Key Knowledge</b></p>	<p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>	<p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various</p>	<p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various</p>	<p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various</p>

				forms of input and output  use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	forms of input and output  use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	forms of input and output  use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
<b>Skills</b>	Create a short animation involving a stick figure  Create a stop motion animation	Understand what cyber bullying is  Understand how what to do if you see cyberbullying  Know how to create a safe password  Understand why passwords are important	Using Microsoft PowerPoint to create a simple PowerPoint presentation  Create simple animations using PowerPoint	Learning about loops, conditionals, and events. Understand how coding is used in video games. Can code using conditionals Can code using “until” loops. I can code with resilience and work to debug problems with my coding.	Learning about loops, conditionals, and events. Understand how coding is used in video games. Can code using conditionals Can code using “until” loops. I can code with resilience and work to debug problems with my coding.	Learning about loops, conditionals, and events. Understand how coding is used in video games. Can code using conditionals Can code using “until” loops. I can code with resilience and work to debug problems with my coding.
<b>Vocabulary</b>	Creating + modifying Specific purpose Photo modifying Keyboard shortcuts Bullet points Spell check Constructive feedback Database creation	E-safety rules Secure passwords Report abuse button Gaming Blogs	Creating + modifying Specific purpose Photo modifying Keyboard shortcuts Bullet points Spell check Constructive feedback Database creation	Type + edit logo commands Sensors Open-ended problems Bugs in programs Complex programming	Type + edit logo commands Sensors Open-ended problems Bugs in programs Complex programming	Type + edit logo commands Sensors Open-ended problems Bugs in programs Complex programming

	Database searches Inaccurate data		Database searches Inaccurate data			
<b>MFL</b> Due to the catch curriculum we are currently working towards the year 3 objectives.	<b>Encore!</b>	<b>Quelle heure est-il?</b>	<b>Les fetes</b>	<b>Ou vas-tu?</b>	<b>On mange!</b>	<b>Le cirque</b>
	Revising ways to describe people Nationalities Giving characteristics using various adjectives	Talking about leisure activities Telling the time Talking about what time you do activities	Talking about festivals and dates Talking about presents at festivals Numbers 31-60 Giving and understanding commands	Going to French cities Giving and understanding basic directions Talking about the weather Weather and places in France	Shopping for food Asking and saying how much something costs Talking about activities at a party Giving opinions about food and various activities	Talking about francophone countries Talking about the languages we speak Identifying different items of clothing Clothes and colours
	<b>Speaking</b>	<b>Listening</b>	<b>Reading</b>	<b>Writing</b>	<b>Grammar</b>	
	Children will be able to: Begin to use correct intonation when asking and answering simple questions and giving basic information on	Children will be able to: Demonstrate an understanding of a range of familiar and spoken phrases. Follow a short written text,	Children will be able to: Understand and read out familiar written phrases. Understand the main points of a	Children will be able to: Write two or three short sentences using a writing frame or model. Write words from memory with	Children will be able to: Understand feminine and masculine forms e.g. le, l', la and un, une. Recognize different adjectival endings Begin to recognize different verb forms between you plural and singular, and first and third person	

	<p>different topics. Express simple likes and dislikes. Memorise and present a short presentation on a known subject. Use simple sentence starters to describe people and places using adjectives and simple verbs- e.g:</p> <ul style="list-style-type: none"> <li>● Say where I live</li> <li>● Say the date and time</li> <li>● Talk about festivals</li> <li>● Talk about different foods</li> </ul>	<p>listening for specific words and phrases- e.g.</p> <ul style="list-style-type: none"> <li>● basic phrases concerning myself, my family, school, the weather, and food</li> </ul>	<p>paragraph that uses familiar language. Use context and previous knowledge to workout meanings of new words- e.g.</p> <ul style="list-style-type: none"> <li>● simple descriptions of objects , festivals and food</li> </ul>	<p>increasing accuracy- e.g.</p> <ul style="list-style-type: none"> <li>● Personal information</li> <li>● Where I live</li> <li>● holiday greetings</li> </ul>	<p>Use il y a + indefinite article Use c'est + adjectives Begin to use negative Recognise some prepositions</p>	
<p><b>Vocab</b></p>	<p>Descriptive vocabulary: il/elle a (he/she has)... les cheveux courts/longs (short/long hair), les yeux bleus, etc. (blue eyes, etc.), un chien (a dog), un frère/une soeur (brother/sister); il/elle a sept ans (he/she is seven years old), Nationalities: français(e) (French), canadien(ne) (Canadian), britannique (British)</p>	<p>Activities: je regarde (I am watching)... la télé (TV), un DVD (a DVD); j'écoute (I am listening to)... mes CD (my CDs), la radio (the radio); je joue (I'm playing)... au football (football), au tennis (tennis) Telling the time: il est... heure(s) Activities at certain times: Je regarde la télé à cinq heures, etc.</p>	<p>Festivals: le Nouvel An (New Year), la Fête des Rois (Feast of Kings/Epiphany), la Saint-Valentin (St Valentine's day), Pâques (Easter), la Fête Nationale (Bastille Day), Noël (Christmas) Presents: un vélo (bike), un jeu (a game), un livre (a book), un ballon (a ball), un Père Noël en chocolat (chocolate Father</p>	<p>Saying where you are going: Je vais à (I'm going to)... Paris/Bordeaux/Strasbourg/Nice/Grenoble. Directions: tournez à droite (right), tournez à gauche (left), allez tout droit (straight on), arrêtez (stop) Weather: Quel temps fait-il? (What's the weather like?), Il fait beau. (It's sunny), Il fait</p>	<p>Asking and answering what you want: Qu'est-ce que tu veux? (What do you want?); Je voudrais (I'd like)... Food items: du pain (bread), du fromage (cheese), de la limonade (lemonade), de la crème (cream), des fraises (strawberries), des tomates (tomatoes)</p>	<p>Francophone countries: <i>la France</i> (France), <i>la Suisse</i> (Switzerland), <i>le Canada</i> (Canada), <i>la Martinique</i> (Martinique), <i>le Maroc</i> (Morocco), <i>le Sénégal</i> (Senegal) Talking about languages: <i>Je parle anglais/français</i> (I speak English/French), <i>Je ne parle pas anglais/français</i> (I</p>

	<p>Character adjectives: intelligent(e) (clever), sportif/sportive (sporty), sévère (strict)</p>		<p>Christmas), un oeuf de Pâques (Easter egg) Numbers 31–60 Instructions: touchez le nez/les pieds! (touch your nose/feet!), comptez! (count!), sautez! (jump!), levez les bras! (raise your arms!), tournez! (turn around!), hochez la tête! (nod your head!)</p>	<p>froid. (It's cold), Il fait chaud. (It's hot), Il pleut. (It's raining), Il neige. (It's snowing) Weather in a particular town: À Paris/Bordeaux/Stras bourg/ Nice/Grenoble, il fait beau/il fait froid/il fait chaud/il pleut/il neige. (In Paris [etc.], it's sunny/cold/hot/raini ng/snowing.)</p>	<p>Using money: C'est combien? (How much is it?); C'est [cinq] euros. (It's [five] euros.) Party activities: On boit. (We are drinking.), On Mange. (We are eating.), On danse. (We are dancing.), On chante. (We are singing.), On s'amuse. (We are having fun.) Opinions: c'est chouette (it's great), c'est nul (it's rubbish), c'est bizarre (it's weird)</p>	<p>don't speak English/French) Clothes: <i>un pantalon</i> (trousers), <i>une veste</i> (jacket), <i>une chemise</i> (shirt), <i>un t-shirt</i> (t- shirt), <i>un chapeau</i> (hat), <i>une jupe</i> (skirt) Describing colour of clothes: colours met so far, plus <i>blanc(he)</i> (white) and <i>noir(e)</i> (black)</p>
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RSE Curriculum	Knowledge	Objectives PSHE Programme of study	Vocabulary	Resources
LKS2  Year 4  Lesson 1 Growing and Changing.  Lesson 2 What Is puberty?  Lesson 3 Puberty changes and reproduction	<p><b>All children should be able to:</b></p> <ul style="list-style-type: none"> <li>-Name the main male and female body parts needed for reproduction.</li> <li>-Describe some of the changes boys go through during puberty.</li> <li>-Describe some of the changes girls go through during puberty.</li> <li>-Describe some feelings young people might experience as They grow up.</li> <li>-Talk about their own family and the relationships within it.</li> <li>-Understand that there are many different types of family.</li> <li>-Identify similarities and differences in different loving relationships.</li> <li>-Explain in simple terms how babies are made and how they are born.</li> <li>-Identify someone they could talk to about their changing body should they need to.</li> <li>-Explain what the male and female reproductive body parts are for.</li> <li>-Discuss ways in which people can deal with or overcome emotions experienced during puberty.</li> <li>-Show respect for the differences between different families.</li> <li>-Describe the conception and birth of a baby, using some scientific vocabulary.</li> <li>-Use scientific vocabulary to accurately explain how babies are made and how they are born.</li> </ul>	<p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen during puberty</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H17. to recognise that feelings can change over time and range in intensity. H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways. H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, <b>online relationships</b>)</p> <p>R2. that people may be attracted to someone emotionally, romantically; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R4. that forcing anyone to marry</p>	<p>All vocabulary from KS1</p> <p>Reproduction Male Female Change Living Uterus Ovaries Penis Testicles Sperm Egg Fallopian tube Foetus Species Puberty Adams Apple Voice box Hair Erection Sweat Deodorant Spots Acne Hormones Chemicals Testosterone Anus Clitoris Urethra Labia Periods Menstruation Breasts Oestrogen Pregnant</p>	<p>Reproduction ppt Reproductive body parts activity sheet</p> <p>Changes in boys ppt Changes in boys word mat and activity.</p> <p>Changes in girls ppt Changes in girls word mat and activity.</p> <p>Where do I come from ppt</p> <p>Where do I come from activity</p> <p>Christopher Winters lesson plans and resources.</p>



		<p>against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p>	<p>Embryo Uterus Umbilical cord</p>	
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