



# Year 4 Autumn Term – Lively Local History

## Key Values:

Term 1: **Organisation and Independence**

Term 2: **Communication and Respect**



## English

**Non-fiction – Recounts** – Reading into writing - features of a recount

**Historical Fiction– Fair’s Fair** by Leon Garfield - inference and prediction, book review

**Poetry - The Magic Box by Kit Wright** - poetry features, vocabulary, authors intent and inference.

**Fiction – The Snowman** – reading into writing, thoughts and feelings of characters

**Non-Fiction – How Santa Really Works** - Explanation Texts

**Poetry –Christmas poems** – poetry features, vocabulary, authors intent and vocabulary

## Maths

### Power Maths:

**Unit 1** – Place value 4-digit numbers (1)

**Unit 2** – Place value 4-digit numbers (2)

**Unit 3** – Addition and subtraction

**Unit 4** – Measure-Perimeter

**Unit 5** – Multiplication and Division (1)

## History and Geography

### History

**A local history study & extending chronological knowledge beyond 1066**

#### **Chronology:**

- Understand more complex terms (BCE and CE).
- Place and order significant events from periods studied on a timeline.

#### **Knowledge and Understanding of Events, People & Changes in the Past:**

- Develop a broad understanding of the time studied.
- Describe similarities and differences between people, events and artefacts, within the period studied.

#### **Interpretation of History:**

- With support, look at and use books and pictures, stories, eyewitness accounts (older person), pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.
- Begin to evaluate the usefulness of different sources.
- Look at different versions of the same event in history and identify differences.

#### **Historical Enquiry:**

- Choose relevant material / evidence to present a picture of one aspect of life in time past.
- Research two versions of an event and explain how they differ.
- Continue to ask a variety of questions and use relevant information to help answer the questions.

#### **Organisation and Communication:**

- Timelines (pictures, key events / people / dates)
- Discussions, pictures, stories, drama / role play, models, annotations
- Use a computer / iPad to present information.
- Different genres of writing, diagrams, labelling, debates.
- Display answers to questions in a variety of ways.

## Science

### **States of Matter:**

- Compare and group materials together, according to whether they are solids, liquids or gases
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

### **Working Scientifically:**

#### **Asking questions**

- Consider their prior knowledge when asking questions.
- Independently use a range of question stems. Where appropriate, they answer these questions.
- Answer questions posed by the teacher.

#### **Observing and measuring**

- Make systematic and careful observations.
- Use a range of equipment for measuring length, time, temperature (and capacity).
- Use standard units for their measurements.

#### **Concluding and communicating**

- Draw conclusions based on their evidence and current subject knowledge.
- Identify ways in which they adapted their method as they progressed or how they would do it differently if they repeated the enquiry.

<p><b>Geography</b>  <b>Geographical Skills and Fieldwork:</b>  - Use the four compass points confidently and accurately; begin to use eight compass points.</p>	
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Art	DT
<p><b>Drawing:</b>  - Alter and refine drawings and describe changes using art vocabulary.  - Explore relationships between line and tone, pattern and shape, line and texture.</p> <p><b>Painting:</b>  - Make and match colours with increasing accuracy.  - Use more specific colour language e.g. tint, tone, shade.  - Choose paints and implements appropriately  - Show increasing independence and creativity with the painting process.</p> <p><b>Exploring and Developing Ideas:</b>  - Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes.  - Question and make thoughtful observations about starting points and select ideas to use in their work.  - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p><b>Evaluating and Developing Work:</b>  - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.  - Adapt their work according to their views and describe how they might develop it further.</p>	<p><b>Design:</b>  - Gather information through research to generate realistic ideas, focusing on the needs of the user and particular individuals and groups.  - Make design decisions that take account of the availability of the resources.  - Share and clarify ideas through discussion and annotated sketches.  Identify a purpose and establish the design criteria for a successful product.  - Confidently select and explain their choice of tools, equipment and materials in relation to the skills and techniques they will be using.  - Confidently order the main stages of making.  - Confidently model their ideas using prototypes and pattern pieces  - Confidently demonstrate how to create drawings and diagrams with labels showing specific features when designing.</p> <p><b>Make:</b>  - Explain choice of 'suitable' tools and equipment in relation to the skills and techniques being used.  - Work safely and accurately with a range of simple tools  - Know how to measure, mark out, cut and shape a range of materials with more accuracy  - Assemble, join and combine a range of materials and components with more accuracy in temporary and permanent ways  - Think about their ideas as progress is made and be willing to change things if this helps to improve own work.  - Begin to apply a range of art and design finishing techniques with some accuracy to strengthen and improve the appearance of a product</p> <p><b>Evaluate:</b>  - Begin to evaluate their work against the original design criteria both during and at the end of the project  - Consider the views of others to improve their work.  - Investigate and analyse existing products, e.g, who designed them, where and when they were designed.</p> <p><b>Technical Knowledge:</b>  - Know that a single fabric shape can be used to make a 3D textiles product.  - Continue to develop further the correct technical vocabulary for the projects they are undertaking.</p> <p><b>Cooking &amp; Nutrition:</b>  - Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as chickens, pigs, and cattle) and caught (such as fish) in the UK, Europe and the wider world.  - Analyse the taste, texture, smell and appearance of a range of foods, further developing sensory knowledge and vocabulary.  - Know how to slice, mix and spread ingredients safely in addition to chopping, cutting, peeling and grating.</p>

- Follow a recipe to prepare and cook predominantly savoury dishes safely and hygienically, using the appropriate utensils and where appropriate, a heat source.
- Measure and weigh ingredients using weighing scales.

## PE

### Health and Fitness

#### Warm-up/set up:

- Know some reasons for warming up and cooling down.

#### Acquire and develop skills:

- Describe how the body reacts at different times and how this affects performance.
- Know and understand what the four components of fitness are.

#### Select and apply skills, tactics and compositional ideas:

#### Evaluate & Improve Performance:

- Explain why exercise is good for your health.

### Net & Wall (Tennis)

#### Warm-up/set up:

- Understand certain stretches to warm up before exercise.
- Explain why it is important to warmup and cool-down.

#### Acquire and develop skills:

- Play games using throwing and catching skills.
- Vary strength, length and direction of throw.
- Understand rules about the games, and attack / defence tactics.
- Understand where to stand when receiving.

#### Select and apply skills, tactics and compositional ideas:

- Know how to make it difficult for an opponent to receive the ball.

#### Evaluate & Improve Performance:

- Talk about how to change the court to make it easier/harder.
- Say what they do well in a game and what they to practise

### Dance

#### Warm-up/set up:

- Understand certain stretches to warm up before exercise.
- Explain why it is important to warmup and cool-down.

#### Acquire and develop skills:

- Compose a dance that reflects the chosen dance style or stimuli.
- Begin to vary dynamics and develop actions and motifs in response to stimuli.
- Explore different pathways, levels, shapes and speed.
- Demonstrate rhythm and spatial awareness.

#### Select and apply skills, tactics and compositional ideas:

- Compose longer dance sequences in a small group.
- Demonstrate precision and some control in response to stimuli.

#### Evaluate & Improve Performance:

- Confidently improvise with a partner or on their own.
- Change parts of a dance as a result of self-evaluation.
- Use simple dance vocabulary when comparing and improving work.

### Invasion Games (Football)

#### Warm-up/set up:

- Know what rules are needed to make games fair.

#### Acquire and develop skills:

- Play 3vs1 and 4vs1 and how to use the space and help each other.
- Understand simple patterns of play.

#### Select and apply skills, tactics and compositional ideas:

- Score more regularly without making mistakes.
- Choose and adapt their techniques to keep possession and give their team chance to shoot.
- Plan ideas and tactics similar across invasion games.

#### Evaluate & Improve Performance:

- Evaluate how successful their tactics have been, use appropriate language to describe performance and identify what they do that makes things difficult for their opponents.
- Know what they need to improve their game and what they need to practice.

RE	Computing		Music	
<p><b>LAS Unit - Community</b> (Hinduism)</p> <p><b>Knowledge Focus: learning about religions:</b></p> <ul style="list-style-type: none"> <li>- Show understanding of the ways of belonging to religions and what these involve</li> <li>- Describe the impact of beliefs and practices on individuals, groups and communities</li> </ul> <p><b>Investigation and Enquiry:</b></p> <ul style="list-style-type: none"> <li>- Gather, select, and organise ideas about religion and belief</li> <li>- Suggest answers to some questions raised by the study of religions / beliefs</li> </ul> <p><b>Analysis:</b></p> <ul style="list-style-type: none"> <li>- Describe the key beliefs and teachings of the religions studied, connecting them with other features of the religion, and making comparisons between religions</li> </ul> <p><b>Evaluate:</b></p> <ul style="list-style-type: none"> <li>- Establish own enquiry into a key element of a religion i.e. investigating and answering a 'how' question.</li> <li>- Draw conclusions based on evidence to explain their own ideas and conclusions</li> </ul> <p><b>LAS Unit - God</b> (Hinduism)</p> <p><b>Knowledge Focus: learning about religions:</b></p> <ul style="list-style-type: none"> <li>- Using technical vocab, show how beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols and stories</li> </ul> <p><b>Analysis:</b></p>	<p><b>Online Safety:</b></p> <ul style="list-style-type: none"> <li>- Understand that the information they put online leaves a digital footprint or "trail."</li> <li>- Explore what cyberbullying means and what to do if they encounter it.</li> <li>- Pupils learn that all websites are not equally good sources of information and are not all appropriate.</li> </ul> <p><b>Communication and networks:</b></p> <ul style="list-style-type: none"> <li>- Understands how to effectively use search engines, and knows how search results are selected, including that search engines use 'web crawler programs'. (AB) (GE) (EV)</li> <li>-Selects, combines and uses internet services. (EV)</li> <li>-Demonstrates responsible use of technology and online services, and knows a range of ways to report concerns.</li> </ul> <p><b>Hardware and processing:</b></p> <ul style="list-style-type: none"> <li>- Knows the difference between physical, wireless and mobile networks. (AB)</li> </ul>	<p><b>Word Processing:</b></p> <ul style="list-style-type: none"> <li>-Insert and manipulate tables</li> <li>- Use synonyms</li> <li>- Put text into columns</li> <li>- Use bullet points and numbering</li> <li>- Align right/centre/left and justify</li> <li>- Insert a text box and format and resize</li> <li>- Insert a shape and format and resize</li> </ul>	<p><b>Music Express: Poetry</b></p> <p><b>Singing:</b></p> <ul style="list-style-type: none"> <li>- Perform a poem as an ensemble with rhythmic accuracy to a steady beat</li> <li>- Use beatbox techniques to imitate the sound of a drumkit</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>- Understand how rhythmic articulation affects musical phrasing</li> </ul> <p><b>Music Express: Building</b></p> <p><b>Playing Instruments:</b></p> <ul style="list-style-type: none"> <li>- Combine four body percussion ostinato as a song accompaniment</li> </ul> <p><b>Improvising/exploring:</b></p> <ul style="list-style-type: none"> <li>- Improvise melodies with a given set of five notes (pentatonic scale)</li> </ul> <p><b>Appraising:</b></p>	<p><b>Music Express: Communication</b></p> <p><b>Composing:</b></p> <ul style="list-style-type: none"> <li>- Compose a rap</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>- Copy rhythms and a short melody</li> </ul>

<p>- Comment on connections between beliefs, values and</p> <p><b>Evaluate:</b></p> <p>- Draw conclusions based on evidence to explain their own ideas and conclusions</p>			Describe the structure of a piece of orchestral music	
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PSHE		MFL	
<p><b>Relationships - Families and Friendships:</b></p> <ul style="list-style-type: none"> <li>- About the features of positive healthy friendships such as mutual respect, trust and sharing interests</li> <li>- Strategies to build positive friendships</li> <li>- How to seek support with relationships if they feel lonely or excluded</li> <li>- How to communicate respectfully with friends when using digital devices</li> <li>- How knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li> <li>- What to do or whom to tell if they are worried about any contact online</li> </ul> <p><b>Relationships - Safe Relationships:</b></p> <ul style="list-style-type: none"> <li>- To differentiate between playful teasing, hurtful behaviour and bullying, including online</li> <li>- How to respond if they witness or experience hurtful behaviour or bullying, including online</li> <li>- Recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>- How to manage pressures associated with dares</li> <li>- When it is right to keep or break a confidence or share a secret</li> <li>- How to recognise risks online such as harmful content or contact</li> <li>- How people may behave differently online including pretending to be someone they are not</li> <li>- How to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</li> </ul>	<p><b>Relationships - Respecting Ourselves and Others:</b></p> <ul style="list-style-type: none"> <li>- To recognise differences between people such as gender, race, faith</li> <li>- To recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li> <li>- About the importance of respecting the differences and similarities between people</li> <li>- Develop a vocabulary to sensitively discuss difference and include everyone</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- Revision of colours</li> <li>- Parts of the body</li> </ul> <p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li>- Listen to and follow a short story</li> <li>- Listen for specific sounds, words and phrases</li> <li>- Recite a nurse rhyme</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>- Read and memorise words</li> <li>- Recognise and apply simple agreements, singular and plural</li> <li>- Follow a short text showing understanding</li> <li>- Understand that all nouns have a gender</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>- Recognise how adjectives can change spelling</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- Weather</li> </ul> <p><b>Speaking and Listening:</b></p> <p><i>As for Term 1</i></p> <ul style="list-style-type: none"> <li>- Participate in drama</li> <li>- Play a game</li> <li>- Memorise and recite a short spoken sentence</li> <li>- Listen to and join in singing songs</li> </ul> <p><b>Reading:</b></p> <p><i>As for Term 1</i></p> <p><b>Writing:</b></p> <p><i>As for Term 1</i></p> <ul style="list-style-type: none"> <li>- Write individual words and short sentences using/adapting a model and some from memory</li> </ul>



## Year 4 Spring Term – Ancient Greece

### Key Values:

Term 3: Resilient Rosie and Aspiration

Term 4: Izzy Initiative and Creativity



### English

**Non-Fiction – How To Train Your Dragon** – non-chronological report  
**-Fiction – Greek myths-** reading into writing, features of a myth.  
**-Poetry** – I wish I had a dragon (adapted to a mythical creature) – poetry features, vocabulary, thesaurus skills, comprehension

**Non-fiction** – The Man Who Walked Between the Towers – newspaper reports  
**-Fiction** – The Man Who Walked Between the Towers – re-telling of an exciting event  
**-Poetry** - poetry features, vocabulary, authors intent and inference.

### Maths

**Power Maths:**  
**Unit 6** - Multiplication and division (2)  
**Unit 7** - Measure – Area  
**Unit 8** -Fractions (1)  
**Unit 9** - Fractions (2)  
**Unit 10** - Decimals (1)

### History & Geography

### Science

<p><b>History</b></p> <p><b>Ancient Greece – a study of Greek life and achievements and their influence on the western world</b></p> <p><b>Chronology:</b></p> <ul style="list-style-type: none"> <li>- Plot events on a timeline using centuries.</li> <li>- Understand more complex terms (BCE and CE).</li> <li>- Place and order significant events from periods studied on a timeline.</li> <li>- Describe the main changes in a period in history studied.</li> </ul> <p><b>Knowledge and Understanding of Events, People &amp; Changes in the Past:</b></p> <ul style="list-style-type: none"> <li>- Develop a broad understanding of the time studied.</li> <li>- Use evidence to describe what was important to people from the past of the time studied.</li> <li>- Describe similarities and differences between people, events and artefacts, within the period studied.</li> <li>- Describe how some of the things studied from the past influence life today.</li> </ul> <p><b>Interpretation of History:</b></p> <ul style="list-style-type: none"> <li>- With support, look at and use books and pictures, stories, eyewitness accounts (older person), pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</li> <li>- Begin to evaluate the usefulness of different sources.</li> <li>- Know that people in the past represent events or ideas in a way that persuades others.</li> </ul> <p><b>Historical Enquiry:</b></p> <ul style="list-style-type: none"> <li>- Continue to ask a variety of questions and use relevant information to help answer the questions.</li> </ul> <p><b>Organisation and Communication:</b></p> <ul style="list-style-type: none"> <li>- Timelines (pictures, key events / people / dates)</li> <li>- Discussions, pictures, stories, drama / role play, models, annotations</li> <li>- Use a computer / iPad to present information.</li> <li>- Different genres of writing, diagrams, labelling, debates.</li> <li>- Display answers to questions in a variety of ways.</li> </ul> <p><b>Geography</b></p> <p><b>Locational Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Name and locate counties and cities of the UK and its surrounding seas.</li> <li>- Identify and place the major cities of the UK on a map</li> </ul>	<p><b>Sound:</b></p> <ul style="list-style-type: none"> <li>- Identify how sounds are made, associating some of them with something vibrating</li> <li>- Recognise that vibrations from sounds travel through a medium to the ear</li> <li>- Find patterns between the pitch of a sound and features of the object that produced it</li> <li>- Find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>- Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul> <p><b>Working Scientifically</b></p> <p><b>Testing</b></p> <ul style="list-style-type: none"> <li>- Select from a range of practical resources to gather evidence to answer questions generated by themselves or the teacher.</li> <li>- Follow their plan to carry out: observations and tests to classify; comparative and simple fair tests; observations over time; and pattern seeking.</li> </ul> <p><b>Gathering and recording data</b></p> <ul style="list-style-type: none"> <li>- Sometimes decide how to record and present evidence.</li> <li>- Record their observation e.g. using photographs, videos, pictures, labelled diagrams or writing.</li> </ul>	<p><b>Electricity:</b></p> <ul style="list-style-type: none"> <li>- Identify common appliances that run on electricity</li> <li>- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>- Recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul> <p><b>Working Scientifically</b></p> <p><b>Asking Questions</b></p> <ul style="list-style-type: none"> <li>- Given a range of resources, decide for themselves how to gather evidence to answer the question.</li> <li>- Identify the type of enquiry that they have chosen to answer their question.</li> </ul> <p><b>Concluding and communicating</b></p> <ul style="list-style-type: none"> <li>- Answers are consistent with the evidence.</li> <li>- Use their evidence to suggest values for different items tested using the same method</li> <li>- Following a scientific experience, ask further questions which can be answered by extending the same enquiry.</li> </ul>
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Art	DT
<p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>- Alter and refine drawings and describe changes using art vocabulary.</li> <li>- Explore relationships between line and tone, pattern and shape, line and texture.</li> </ul> <p><b>Painting:</b></p> <ul style="list-style-type: none"> <li>- Choose paints and implements appropriately.</li> <li>- Show increasing independence and creativity when painting.</li> </ul> <p><b>Textiles and Collage:</b></p> <ul style="list-style-type: none"> <li>- Match the tool to the material.</li> <li>- Choose collage or textiles as a means of extending work already achieved.</li> <li>- Refine and alter ideas and explain choices using an art vocabulary.</li> <li>- Collect visual information from a variety of sources, describing with vocabulary.</li> </ul> <p><b>3D Form:</b></p> <ul style="list-style-type: none"> <li>- Join clay adequately and work reasonably independently.</li> <li>- Construct a simple clay base for extending and modelling other shapes.</li> <li>- Plan, design, make and adapt model.</li> <li>- Talk about their work understanding that it has been sculpted, modelled or constructed.</li> </ul> <p><b>Exploring and Developing Ideas:</b></p> <ul style="list-style-type: none"> <li>- Question and make thoughtful observations about starting points and select ideas to use in their work.</li> </ul> <p><b>Evaluating and Developing Work:</b></p> <ul style="list-style-type: none"> <li>- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>- Adapt their work according to their views and describe how they might develop it further.</li> </ul>	<p><b>Design:</b></p> <ul style="list-style-type: none"> <li>- Gather information through research to generate realistic ideas, focusing on the needs of the user and particular individuals and groups.</li> <li>- Share and clarify ideas through discussion and annotated sketches</li> </ul> <p><b>Evaluate:</b></p> <ul style="list-style-type: none"> <li>- Begin to evaluate their work against the original design criteria both during and at the end of the project</li> <li>- Consider the views of others to improve their work.</li> </ul> <p><b>Technical Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Understand and know how to use simple electrical systems in their products, e.g. switches in series circuits, bulbs, buzzers and motors. Begin to understand and know that they have an input, process and output. (SCIENCE)</li> <li>- Continue to develop further the correct technical vocabulary for the projects they are undertaking.</li> </ul> <p><b>Cooking &amp; Nutrition:</b></p> <ul style="list-style-type: none"> <li>- Analyse the taste, texture, smell and appearance of a range of foods, further developing sensory knowledge and vocabulary.</li> <li>- Know how to slice, mix and spread ingredients safely in addition to chopping, cutting, peeling and grating.</li> <li>- Follow a recipe to prepare and cook predominantly savoury dishes safely and hygienically, using the appropriate utensils and where appropriate, a heat source.</li> <li>- Measure and weigh ingredients using weighing scales.</li> </ul>

PE	
<p><b><u>Gymnastics</u></b></p> <p><b><u>Warm-up/set up:</u></b></p> <ul style="list-style-type: none"> <li>- Understand certain stretches to warm up before exercise.</li> <li>- Explain why it is important to warmup and cool-down.</li> </ul> <p><b><u>Acquire and develop skills:</u></b></p>	<p><b><u>Health and Fitness</u></b></p> <p><b><u>Warm-up/set up:</u></b></p> <ul style="list-style-type: none"> <li>- Explain why exercise is good for your health.</li> <li>- Know some reasons for warming up and cooling down.</li> </ul> <p><b><u>Acquire and develop skills:</u></b></p>



- Create a sequence of actions that fit a theme.
- Move with clarity, fluency and expression.

**Select and apply skills, tactics and compositional ideas:**

- Use an increasing range of actions, directions and levels in their sequences.
- Show changes of direction, speed and level during a performance.
- Travel in different ways, including using flight.

**Evaluate & Improve Performance:**

- Improve the placement and alignment of body parts in balances.

**Invasion Games** (Netball)

**Warm-up/set up:**

- Know what rules are needed to make games fair.

**Acquire and develop skills:**

- Play 3vs1 and 4vs1 and how to use the space and help each other.
- Understand simple patterns of play.

**Select and apply skills, tactics and compositional ideas:**

- Score more regularly without making mistakes.
- Choose and adapt their techniques to keep possession and give their team chance to shoot.
- Plan ideas and tactics similar across invasion games.

**Evaluate & Improve Performance:**

- Evaluate how successful their tactics have been, use appropriate language to describe performance and identify what they do that makes things difficult for their opponents.
- Know what they need to improve their game and what they need to practice.

- Know and understand what the four components of fitness are.

**Select and apply skills, tactics and compositional ideas:**

**Evaluate & Improve Performance:**

- Describe how the body reacts at different times and how this affects performance.

**OAA**

**Communication; Trials; Problem Solving; Compete & Perform; Evaluate:**

**Warm-up/set up:**

- Understand certain stretches to warm up before exercise.
- Explain why it is important to warmup and cool-down.

**Acquire and develop skills:**

- Create a short trail for others with a physical challenge.
- Start to recognise features of an orienteering course.
- Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.
- Associate the meaning of a key in the context of the environment.

**Select and apply skills, tactics and compositional ideas:**

- Orientate themselves with accuracy around a short trail.
- Communicate clearly with other people in a team, and with other teams.
- Begin to use a map to complete an orienteering course.
- Modify their use of skills or techniques to achieve a better result.

**Evaluate & Improve Performance:**

- Complete an orienteering course more than once and begin to identify ways of improving completion time.
- Offer an evaluation of both personal performances and activities.
- Start to improve trails to increase the challenge of the course.
- Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.

RE

Computing

Music

<p><b>LAS Unit Christianity</b>  <b>Critical thinking and reflection:</b>  - Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied  <b>Analysis:</b>  - Describe the key beliefs and teachings of the religions studied, connecting them with other features of the religion, and making comparisons between religions  - Comment on connections between beliefs, values and practices  <b>Evaluate:</b>  - Establish own enquiry into a key element of a religion i.e. investigating and answering a 'how' question.  - Draw conclusions based on evidence to explain their own ideas and conclusions</p>	<p><b>Rising Stars: Toy Designers</b>  <b>Algorithms:</b>  - Shows an awareness of tasks best completed by humans or computers. (EV)  - Designs solutions by decomposing a problem and creates a sub-solution for each of these parts. (DE) (AL) (AB)  - Recognises that different solutions exist for the same problem. (AL) (AB)</p>	<p><b>Excel</b>  <b>Data &amp; Data representation:</b>  - Performs more complex searches for information e.g. using Boolean and relational operators. (AL) (GE) (EV)  - Analyses and evaluates data and information, and recognises that poor-quality data leads to unreliable results, and inaccurate conclusions. (AL) (EV)</p>	<p><b>Music Express: Sounds</b>  <b>Singing:</b>  - Use beatbox techniques to imitate the sound of a drumkit  - Learn to sing partner songs  <b>Appraising:</b>  - Identify different instrument groups from a recording  <b>Listening:</b>  - Listen to and learn about 1940s dance band music  <b>Music Express: Recycling</b>  <b>Improvising/exploring:</b>  - Improvise in response to visual stimuli, with a focus on timbre  <b>Listening:</b>  - Listen to and play along with Bhangra music  <b>Improvising/exploring:</b>  - Explore household items as instruments and match rhythms with appropriate soundmakers</p>	<p><b>Music Express: Around the World</b>  <b>Playing Instruments:</b>  - Play a pentatonic song with leaps in pitch on tuned percussion  <b>Composing:</b>  - Compose and notate pentatonic melodies on a graphic score  <b>Appraising:</b>  Develop listening skills by analysing and comparing music from different traditions</p>
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PSHE		MFL	
<p><b><u>Living in the Wider World - Belonging to a Community:</u></b>  - The meaning and benefits of living in a community  - To recognise that they belong to different communities as well as the school community  - About the different groups that make up and contribute to a community  - About the individuals and groups that help the local community, including through volunteering and work  - How to show compassion towards others in need and the shared responsibilities of caring for them</p> <p><b><u>Living in the Wider World - Media Literacy &amp; Digital Resilience:</u></b>  - That everything shared online has a digital footprint  - That organisations can use personal information to encourage people to buy things  - To recognise what online adverts look like  - To compare content shared for factual purposes and for advertising  - Why people might choose to buy or not buy something online e.g. from seeing an advert</p>	<p><b><u>Living in the Wider World - Money and Work:</u></b>  - How people make different spending decisions based on their budget, values and needs  - How to keep track of money and why it is important to know how much is being spent  - About different ways to pay for things such as cash, cards, e-payment and the reasons for using them  - That how people spend money can have positive or negative effects on others e.g. charities, single use plastic</p>	<p><b>Vocabulary:</b>  - Zoo animals  <b>Speaking and Listening:</b>  <i>As for Terms 1 and 2</i>  - Recognise some letters of the alphabet  - Ask and answer questions  <b>Reading:</b>  <i>As for Terms 1 and 2</i>  - Follow a story using visual clues  - Identify adjectives in a text  <b>Writing:</b>  <i>As for Terms 1 and 2</i>  - Say and write simple sentence using a noun, verb and adjective</p>	<p><b>Vocabulary:</b>  - Receptive vocabulary connected to story  <b>Speaking and Listening:</b>  <i>As for Terms 1, 2 and 3</i>  - Memorise and present short, spoken text  <b>Reading:</b>  <i>As for Terms 1, 2 and 3</i>  <b>Writing:</b>  <i>As for Terms 1, 2 and 3</i>  <b>Cultural: (Easter)</b>  - Learn about and compare festival and celebrations at home and in French culture</p>

- That search results are ordered based on the popularity of the website and that this can affect what information people access



## Year 4 Summer Term - Coasts

**Key Values:**

**Term 5:** Arnie Adventure

**Term 6:** Teamwork Twins



### English

**Non-Fiction** – Diary entry linked to school trip – features of a diary entry

**Fiction** – The Lucky Dip (visual literacy) reading into writing

**Performance Poetry** – The Sea is a Hungry Dog

**Non-fiction** – Persuasive texts – holiday brochure linked to Coasts

**Fiction** – The Lion King – reading into writing

**Poetry** – Senses – based on the seaside

### Maths

**Power Maths**

**Unit 11** – Decimals (2)

**Unit 12** – Money

**Unit 13** – Time

**Unit 14** – Statistics

**Geography**

**Science**

**Locational Knowledge:**

- Revise seas and oceans of the world.
- Identify a key topographical feature (coasts), describe land use patterns, and understand how this has changed over time

**Place Knowledge:**

- Understand geographical similarities and differences by comparing the human and physical geography of coastal regions of the UK and beyond.

**Human and Physical Geography:**

- Describe and understand key aspects of physical and human geography (including types of land use, settlements and economic activity) through key topics (Coasts).

**Geographical Skills and Fieldwork:**

- Use the four compass points confidently and accurately; begin to use eight compass points.
- Use letter/number co-ordinates to locate features on a map confidently and accurately.
- Begin to recognise common symbols on an OS map.
- Ask and respond to questions and offer own ideas
- Extend to satellite images, aerial photographs
- Investigate places and themes at more than one scale (e.g. coastline)
- Collect and record evidence and draw conclusions e.g. make comparisons between locations, photos/pics/maps
- Use fieldwork to observe, measure and record the human and physical characteristics (including land use patterns)

**Animals, including humans:**

- Describe the simple functions of the basic parts of the digestive system in humans
- Identify the different types of teeth in humans and their simple functions
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

**Working Scientifically**

**Asking questions**

- Independently use a range of question stems. Where appropriate, they answer these questions.
- Recognise when secondary sources can be used to answer questions that cannot be answered through practical work.

**Gathering and Recording Data**

- Record their measurements e.g. using tables, (tally charts and bar charts given templates, if required, to which they can add headings).

**Concluding and Communicating**

- Answer their own and others' questions based on observations they have made, measurements they have taken or information they have gained from secondary sources.
- Communicate their findings to an audience both orally and in writing, using appropriate scientific vocabulary.

**Living things and their habitats:**

- Recognise that living things can be grouped in a variety of ways
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Recognise that environments can change and that this can sometimes pose dangers to living things.

**Working Scientifically**

**Identifying and classifying**

- Interpret their data to generate simple comparative statements based on their evidence.
- Begin to identify naturally occurring patterns and causal relationships.

**Gathering and Recording Data**

- Record classifications e.g. using tables, Venn diagrams, Carroll diagrams.
- Supported to present the same data in different ways in order to help with answering the question.

Art	DT
<p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>- Collect images and information independently in a sketchbook.</li> <li>- Use research to inspire drawings from memory and imagination.</li> </ul> <p><b>Painting:</b></p> <ul style="list-style-type: none"> <li>- Plan and create different effects and textures with paint according to what they need for the task.</li> </ul> <p><b>Printing:</b></p> <ul style="list-style-type: none"> <li>- Research and create a print using a variety of techniques.</li> <li>- Select broadly the kinds of material to print with in order to get the effect they want</li> <li>- Resist printing examples: marbling, silkscreen and coldwater paste.</li> </ul> <p><b>Exploring and Developing Ideas:</b></p> <ul style="list-style-type: none"> <li>- Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>- Question and make thoughtful observations about starting points and select ideas to use in their work.</li> </ul> <p><b>Evaluating and Developing Work:</b></p> <ul style="list-style-type: none"> <li>- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>- Adapt their work according to their views and describe how they might develop it further.</li> </ul>	<p><b>Design:</b></p> <ul style="list-style-type: none"> <li>- Gather information through research to generate realistic ideas, focusing on the needs of the user and particular individuals and groups.</li> <li>- Make design decisions that take account of the availability of the resources.</li> <li>- Understand whether products can be recycled or reused.</li> <li>- Identify a purpose and establish the design criteria for a successful product.</li> <li>- Confidently select and explain their choice of tools, equipment and materials in relation to the skills and techniques they will be using.</li> <li>- Confidently order the main stages of making.</li> <li>- Confidently model their ideas using prototypes and pattern pieces, e.g. for a bag.</li> <li>- Confidently demonstrate how to create drawings and diagrams with labels showing specific features when designing.</li> </ul> <p><b>Make:</b></p> <ul style="list-style-type: none"> <li>- Explain choice of 'suitable' tools and equipment in relation to the skills and techniques being used.</li> <li>- Work safely and accurately with a range of simple tools, e.g. sewing equipment, modelling tools.</li> <li>- Know how to measure, mark out, cut and shape a range of materials with more accuracy, e.g. fabric, wood.</li> <li>- Assemble, join and combine a range of materials and components with more accuracy in temporary and permanent ways, e.g. construction materials, mechanical components, textiles.</li> <li>- Think about their ideas as progress is made and be willing to change things if this helps to improve own work.</li> <li>- Begin to apply a range of art and design finishing techniques with some accuracy to strengthen and improve the appearance of a product, e.g. using sticky pads to add height.</li> </ul> <p><b>Evaluate:</b></p> <ul style="list-style-type: none"> <li>- Begin to evaluate their work against the original design criteria both during and at the end of the project, e.g. identifying strengths and areas for development.</li> <li>- Consider the views of others to improve their work.</li> </ul> <p><b>Technical knowledge:</b></p> <ul style="list-style-type: none"> <li>- Know how to make strong, stiff shell structures.</li> <li>- Know how to control a computer to control their products, e.g. construction kit.</li> <li>- Continue to develop further the correct technical vocabulary for the projects they are undertaking.</li> </ul> <p><b>Cooking &amp; Nutrition</b></p> <ul style="list-style-type: none"> <li>- Know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat Well Plate'.</li> <li>- Know that to be active and healthy, food and drink are needed to provide energy for the body.</li> <li>- Know that food ingredients can be fresh, pre-cooked and processed.</li> <li>- Analyse the taste, texture, smell and appearance of a range of foods, further developing sensory knowledge and vocabulary.</li> <li>- Know how to slice, mix and spread ingredients safely in addition to chopping, cutting, peeling and grating.</li> </ul>

PE	
<u>Dance</u>	<u>Gymnastics</u>

**Warm-up/set up:**

- Understand certain stretches to warm up before exercise.
- Explain why it is important to warmup and cool-down.

**Acquire and develop skills:**

- Demonstrate precision and some control in response to stimuli.
- Explore different pathways, levels, shapes and speed.

**Select and apply skills, tactics and compositional ideas:**

- Compose a dance that reflects the chosen dance style or stimuli.
- Compose longer dance sequences in a small group.
- Begin to vary dynamics and develop actions and motifs in response to stimuli.
- Demonstrate rhythm and spatial awareness.

**Evaluate & Improve Performance:**

- Confidently improvise with a partner or on their own.
- Change parts of a dance as a result of self-evaluation.
- Use simple dance vocabulary when comparing and improving work.

**Athletics****Warm-up/set up:**

- Understand certain stretches to warm up before exercise.
- Explain why it is important to warmup and cool-down.

**Acquire and develop skills:***Running:*

- Confidently demonstrate an improved technique for sprinting.
- Carry out an effective sprint finish.
- Perform a relay, focusing on the baton changeover technique.
- Speed up and slow down smoothly.

*Throwing:*

- Perform a pull throw.
- Measure the distance of their throws.
- Continue to develop techniques to throw for increased distance.

*Jumping:*

- Learn how to combine a hop, step and jump to perform the standing triple jump.
- Land safely and with control.
- Begin to measure the distance jumped.

**Select and apply skills, tactics and compositional ideas:****Warm-up/set up:**

- Understand certain stretches to warm up before exercise.
- Explain why it is important to warmup and cool-down.

**Acquire and develop skills:**

- Recognise the position of their centre of gravity and how this affects the balance.
- Use equipment to vault in a variety of ways.
- Begin to develop good technique when travelling, balancing and using equipment.
- Develop strength, technique and flexibility throughout performances.

**Select and apply skills, tactics and compositional ideas:**

- Show confidence in rolls: log roll, curled side roll, teddy bear roll, crouched rocking for forward roll, forward roll from standing.
- Show confidence in jumps: straight jump, tuck Jump, star jump, half turn jump, cat spring, straddle jump

**Evaluate & Improve Performance:**

- Watch, describe and evaluate the effectiveness of a performance.
- Describe how their performance has improved over time.

**Striking & Fielding** (Rounders)**Warm-up/set up:**

- Understand certain stretches to warm up before exercise.
- Explain why it is important to warmup and cool-down.

**Acquire and develop skills:**

- Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.
- Accurately serve underarm.

**Select and apply skills, tactics and compositional ideas:**

- Build a rally with a partner.
- Use at least two different shots in a game situation.
- Use hand-eye coordination to strike a moving and a stationary ball.

**Evaluate & Improve Performance:**

- Watch, describe and evaluate the effectiveness of a performance.
- Describe how their performance has improved over time.

<p><b>Compete/Perform:</b></p> <ul style="list-style-type: none"> <li>- Perform and apply skills and techniques with control and accuracy.</li> <li>- Take part in a range of competitive games and activities.</li> </ul> <p><b>Evaluate &amp; Improve Performance:</b></p> <p><b>Evaluate:</b></p> <ul style="list-style-type: none"> <li>- Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</li> <li>- Modify their use of skills or techniques to achieve a better result.</li> </ul>	
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RE	Computing		Music	
<p><b>LAS Unit Pilgrimage</b> (including Christianity)</p> <p><b>Empathy:</b></p> <ul style="list-style-type: none"> <li>- Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues</li> </ul> <p><b>Analysis:</b></p> <ul style="list-style-type: none"> <li>- Describe the key beliefs and teachings of the religions studied, connecting them with other features of the religion, and making comparisons between religions</li> <li>- Comment on connections between beliefs, values and practices</li> </ul> <p><b>Evaluate:</b></p> <ul style="list-style-type: none"> <li>- Establish own enquiry into a key element of a religion i.e. investigating and answering a 'how' question.</li> <li>- Draw conclusions based on evidence to explain their own ideas and conclusions - Follow a group enquiry asking a 'big' question which requires group discussion.</li> </ul>	<p><b>Rising Stars: We are software developers</b></p> <p><b>Programming and developing:</b></p> <ul style="list-style-type: none"> <li>- Understands the difference between, and appropriately uses if and if, then and else statements. (AL)</li> <li>- Designs, writes and debugs modular programs using procedures. (AL) (DE) (AB) (GE)</li> <li>- Uses a variable and relational operator within a loop to govern termination. (AL) (GE)</li> <li>- Knows that a procedure can be used to hide the detail with sub - solution. (AL) (DE) (AB) (GE)</li> </ul>	<p><b>Information Technology:</b></p> <ul style="list-style-type: none"> <li>- Makes judgements about digital content when evaluating and repurposing it for a given audience. (EV) (GE)</li> <li>- Recognises the audience when designing and creating digital content. (EV)</li> <li>- Understands the potential of information technology for collaboration when computers are networked. (GE)</li> <li>- Uses criteria to evaluate the quality of solutions, can identify improvements making some refinements to the solution, and future solutions. (EV)</li> </ul> <p><b>Hardware and processing:</b></p> <ul style="list-style-type: none"> <li>- Understands why and when computers are used. (EV)</li> <li>- Understands the main functions of the operating system. (DE) (AB)</li> </ul>	<p><b>Music Express: Time</b></p> <p><b>Singing:</b></p> <ul style="list-style-type: none"> <li>- Sing a song with 3 simple independent parts</li> </ul> <p><b>Playing Instruments:</b></p> <ul style="list-style-type: none"> <li>- Play and sing repeated patterns from staff notation</li> </ul> <p><b>Improvising/exploring:</b></p> <ul style="list-style-type: none"> <li>- Understand syncopation and clap improvised off-beat rhythms</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>- Match short rhythmic phrases with rhythm notation</li> </ul> <p><b>Appraising:</b></p> <ul style="list-style-type: none"> <li>- Identify the metre of a new song or piece</li> <li>- Listen to and analyse 20<sup>th</sup> century ballet music</li> </ul> <p><b>Music Express: Food and Drink</b></p> <p><b>Singing:</b></p> <ul style="list-style-type: none"> <li>- Combine singing, playing and dancing in a performance</li> </ul> <p><b>Playing Instruments:</b></p> <ul style="list-style-type: none"> <li>- Play a piece with melody, chords, bass and rhythm parts from graphics, rhythm and staff notations</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>- Listen to and learn about renaissance instruments</li> </ul> <p><b>Composing:</b></p> <ul style="list-style-type: none"> <li>Compose a fanfare</li> </ul>	<p><b>Music Express: Environment</b></p> <p><b>Composing:</b></p> <ul style="list-style-type: none"> <li>- Compose an introduction to a song</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>- Explore the descriptive music of two famous composers of the 20<sup>th</sup> and 21<sup>st</sup> centuries</li> </ul> <p><b>Music Express: In the Past</b></p> <p><b>Composing:</b></p> <ul style="list-style-type: none"> <li>Compose and play sequences of word rhythms</li> </ul>

PSHE		MFL	
<p><b>Health &amp; Wellbeing - Keeping Safe:</b></p> <ul style="list-style-type: none"> <li>- The importance of taking medicines correctly and using household products safely</li> <li>- To recognise what is meant by a 'drug'</li> <li>- That drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</li> <li>- To identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li> <li>- To identify some of the risks associated with drugs common to everyday life</li> <li>- That for some people using drugs can become a habit which is difficult to break</li> <li>- How to ask for help or advice</li> </ul> <p><b>Health &amp; Wellbeing - Physical Health and Mental Wellbeing:</b></p> <ul style="list-style-type: none"> <li>- To identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</li> <li>- What good physical health means and how to recognise early signs of physical illness</li> <li>- That common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> <li>- How to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>- The importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</li> </ul>	<p><b>Health &amp; Wellbeing - Growing and Changing:</b></p> <ul style="list-style-type: none"> <li>- How to identify external genitalia and reproductive organs</li> <li>- About the physical and emotional changes during puberty</li> <li>- Key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</li> <li>- Strategies to manage the changes during puberty including menstruation</li> <li>- The importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>- How to discuss the challenges of puberty with a trusted adult</li> <li>- How to get information, help and advice about puberty</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- Family members</li> </ul> <p><b>Speaking and Listening:</b></p> <p><i>As for Terms 1, 2, 3 and 4</i></p> <p><b>Reading:</b></p> <p><i>As for Terms 1, 2, 3 and 4</i></p> <p><b>Writing:</b></p> <p><i>As for Terms 1, 2, 3 and 4</i></p> <p><b>Cultural:</b> (Family)</p> <ul style="list-style-type: none"> <li>- Compare and contrast information about population and family size in England and France</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- Pets</li> <li>- Creating characters</li> <li>- Revision</li> </ul> <p><b>Speaking and Listening:</b></p> <p><i>As for Terms 1, 2, 3 4 and 5</i></p> <p><b>Reading:</b></p> <p><i>As for Terms 1, 2, 3 4 and 5</i></p> <ul style="list-style-type: none"> <li>- Follow a traditional story in French, joining in with reading sections</li> <li>- Scan text to identify key words</li> </ul> <p><b>Writing:</b></p> <p><i>As for Terms 1, 2, 3 4 and 5</i></p> <ul style="list-style-type: none"> <li>- Sort words into categories</li> <li>- Write simple sentences</li> </ul>