Art & Design
- Draw for a sustained period of time at an appropriate level.
- **Form and Shape-** Experiment with different grades of pencil and other implements to draw different forms and shapes.
- **Tone-** Experiment with different grades of pencil and other implements to achieve variations in tone.
- Apply tone in a drawing in a simple way.
- **Texture -** Create texture with a wide range of drawing implements.
- Apply a simple use of pattern and texture in a drawing.
- Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.
- Work on a range of scales e.g. thin brush on small picture etc.
- **Colour -** Mix colours and know which primary colours make secondary colours.
- Use more specific colour language.
- Mix and use tints and shades.
- Select 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 e.g. Picasso
- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt and annotate their work according to their views and describe how they might develop it further.

Year 4
Secret Garden

Attitudes to Learning:
- Resilience and Perseverance
- Teamwork and Cooperation
- Respect and Communication
- Motivation and Curiosity
- Self-confidence and Esteem
- Independence

Geography
Local and World Environmental Issues
- Compare Bacup (rural) to Manchester (urban) using Digimaps.
- Investigate local environmental issues including traffic congestion and compare this to larger areas such as Manchester.
- Use maps to identify different types of settlements in modern Britain: villages, towns, cities.
- Explore climate change and physical and human causes.
- To begin to read and use eight points of a compass.
- To begin to use four-figure co-ordinates to locate features on a map.
- Use local maps at more than one scale and discuss the purpose of scale.
- Use fieldwork to record and measure the human and physical features in the local area using digital technologies
- Express their opinions on local environmental issues and recognise that other people may think differently (traffic congestion around school).

Design and Technology
- Develop vocabulary related to the project
- Create shell of frame structures
- Strengthen frames with diagonal struts
- Make structures more stable by giving them a wide base
- Measure and make square section, trip and dowel accurately to 1cm
- Develop more than one design or adaptation of an initial design
- Record the plan by drawing using annotated sketches
- Begin to use cross-sectional and exploded diagrams
- Use protoypes to develop and share ideas
- Prepare pattern pieces as templates for their design
- Cut internal shapes
- Use tools with accuracy
- Use appropriate finishing techniques
- Draw/ sketch products to help analyse and understand how products are made
- Research needs of the user
- Identify the strengths and weaknesses of their design ideas in relation to purpose/user
- Discuss how well the finished product meets the design criteria of the user

Modern Languages
Encore
- Use simple descriptions of people.
- Begin to recognise nationalities.
- Begin to use adjectives to describe personalities.

La Nourriture
- Ask politely for food items.
- Describe how to make a sandwich.
- Express opinions about foods.
- Begin to talk about healthy and unhealthy foods.
- Sort words into masculine and feminine
- Compare French and English words with similar spellings or sounds.
- Understand numbers to 60.

Religious Education British Value Links *
Christianity – The Church
- retell some of the main parables of Jesus
- explain how and why these might be an important source of guidance for Christians
- suggest ways that Christians might put these teachings into action in the 21st century
- describe and explain (with examples) Christian attitudes about how to treat others
- explain the importance of love for all (agape) as part of Christian life, and the ways that this might be expressed
- explain (with examples) how and why people might use stories to pass on wisdom and guidance
- discuss how and why fables might be an important aspect of human history and culture*
- discuss examples of wisdom and guidance that they have learnt from stories
- consider what messages/words of wisdom they would want to pass on to future generations – and how they would do this

Islam
- explore Islamic teachings about Ramadan from the Qur'an
- make links between Islamic values and the beliefs explored so far in their study of Islam
- use subject specific language to describe how and why Muslims fast at Ramadan
- explain the importance of Ramadan in the context of the Five Pillars of Islam
- consider the impact that fasting might have on individuals, families and communities
- discuss (with relevant examples) the importance of showing commitment to a belief, value or community*
- consider the role of sacrifice within religion and communities
- reflect on their own beliefs, values and commitments

PSHE-& RHE
Environment & Community
Teamwork & Co-operation

Harold's 7 Rs
Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs);
Suggest ways the Seven Rs recycling methods can be applied to different scenarios.

My School Community
Define what is meant by the word 'community';
Suggest ways in which different people support the school community;
Identify qualities and attributes of people who support the school community.

Growing & Changing
Resilience & Perseverance

My feelings are all over the place
Name some positive and negative feelings;
Understand how the onset of puberty can have emotional as well as physical impact
Suggest reasons why young people sometimes fall out with their parents;
Take part in a role play practising how to compromise.

Preparing for Changes at puberty
Know the key facts of the menstrual cycle;
Understand that periods are a normal part of puberty for girls;
Identify some of the ways to cope better with periods.
Letter Home

Music
- Musically demonstrate an understanding and use of interrelated dimensions of music appropriate to context (dynamics, pitch, structure, tempo, duration, timbre, texture, rhythm, metre, riff, ostinato, melody, harmony).
- Use formal notation to record compositions.
- Understand specific musical styles and musical structures and style indicators and recognise instrumentation (e.g. Grime, Rap, Gospel, Classical).
- Use musical language more consistently to describe and talk about music.
- Listen to several layers of sound (texture) and talk about the effect on mood and feelings.
- Know that sense of occasion affects performance.

Physical Education
Games
- Send, receive and dribble a ball with control.
- Use simple tactics to outwit opponents when attacking.
- Apply principles for attacking in an Invasion Game.
- Comment on own performance.
- Adapt and refine games.
- Evaluate success of tactics used.

Outdoor & Adventurous – Trails (Forest School Link)
- Improve communication skills through understanding of adventure trails.
- Work safely with a partner in an adventurous environment.
- Complete an adventure trail and photo trail within the school grounds.
- Make decisions.
- Understand how to use a control card.

Athletics – Elevating Athletics
- Maintain pace when running for distance.
- Choose appropriate throwing techniques for distance and accuracy.
- Choose appropriate jumping techniques for speed, distance and height.
- Perform in a competitive Athletic Event, involving a range of running, jumping and throwing events.
- Make simple judgements about the quality of their performance.

Science
Teeth & Digestive system Knowledge
- describe the simple functions of the basic parts of the digestive system in humans(PSHE)
- 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.

Skills
- Suggest their own ideas on a concept and compare these with what they observe / find out.
- Record similarities as well as differences and/or changes related to simple scientific ideas or processes or more complex groups of objects /living things/events, *different food chains,*
- Record findings including, oral and written explanations, drawings (annotated), pictorial representations, labelled diagrams,
- Begin to select the most useful ways to collect, record, classify and present data from a range of choices

Living Things & their Habitats Knowledge (seasons week)
- 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 (Maths link)
- recognise that environments can change and that this can sometimes pose dangers to living things

Skills
- Make a simple guide to local living things.
- Use guides or simple keys to classify /identify [animals, flowering plants and nonflowering plants].
- Use their observations to identify and classify
- Begin to give reasons for these similarities and differences.
- Ask/raise their own relevant questions with increasing confidence and independence that can be explored, observed,
- Record findings including discussions displays or presentations

Computing
Data Handling
- Use ICT to organise, present analyse and interpret data appropriately into tables, diagrams, tally charts, pictograms and bar charts.
- Talk about the different ways data can be organised and understand that using ICT makes it easier to find answers to questions.
- Plan, create and search a database to answer questions (branching database).

Online Safety
- Know how to respond to unpleasant communications via texts, IM, email or chat rooms.
- Write emails, add relevant attachments in a polite/friendly manner. Know how to respond to emails from expected and unexpected sources.

Programming
- Create a series of commands that can be combined or condensed to create more complex or efficient routines called procedures.
- Understand that games are made of specific code.
- Refine a game to make it more appealing to a specific audience.
- Transfer existing coding skills to a new program.
- Debug a series of commands containing deliberate mistakes to improve a game.
- Use programs to move, turn and control a character using keys e.g. scratch.
- Add sound and graphics in scratch.