

Art & Design

- Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textual effects.
- Match the tool to the material.
- Develop skills in stitching, cutting and joining.
- Experiment with paste resist.
- 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.
- 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.

Music

- Find and internalise the pulse independently and stay in time.
- Sing in tune with a limited pitch range.
- Be able to perform a song stylistically and as musically as possible.
- Explore a range of vocal activity e.g. rapping, beat-boxing as a group and in parts.
- Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture).
- Create accompaniments for tunes using drones or melodic ostinati (riffs).
- Understand specific musical styles and musical structures and style indicators and recognise instrumentation (e.g. Grime, Rap, Gospel, Classical).
- Know that sense of occasion affects performance.

Computing

Digital Literacy

- Know there are different search engines and evaluate and explain choices for using these for different purposes.
- Use the internet as a resource to support work; beginning to understand plagiarism/copyright.
- Skim read and sift information to check its relevance and modify search strategies if needed.
- Understand that websites are not always accurate and that information should be checked before it is used.
- Understand how search results are selected and ranked.

Online Safety

- Know appropriate permission is needed for use of images of friends or those found online

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.

Modern Languages

Les Fetes/ Intercultural Understanding

- Learn about the French festivals associated with New Year, Feast of Kings, St. Valentine, Easter, Christmas and Bastille Day.
- Talk about celebrations of which they have experience.
- Compare French and English festivals.
- Link festival dates to months of the year.
- Identify and ask for presents.
- Link festivals with appropriate presents.
- Design a French card to celebrate the festival of St. Valentin.

On Mange

- Identify and ask for food and drink.
- Use verb phrases to describe activities at a party.
- Give opinions about party food.
- Sort words into masculine and feminine
- Compare French and English words with similar spellings or sounds.
- Understand numbers to 60.



Year 4 Brilliant Britain

Attitudes to Learning:

- Resilience and Perseverance
- Teamwork and Cooperation
- Respect and Communication
- Motivation and Curiosity
- Self-confidence and Esteem
 - Independence

History –Anglo Saxons

Use a variety of historical terms and concepts - timeline, historical event, modern, artefact, historian, significant, BC/AD, century, decade, ancient, research, evidence, wealthy, poor, accurate, primary, secondary, source,

Use dates and terms with increasing accuracy e.g. the end of the Roman rule and the beginning of the Anglo- Saxon rule

Sequence several events (including previously taught topics) on a timeline using dates, including those that are sometimes further apart.

Know where the Anglo-Saxons originated from and where they settled (The Seven Anglo-Saxon Kingdoms)

Identify and describe the artefacts that were discovered at Sutton Hoo, explain their importance to historians and, using the artefacts, reach a judgment as to how the burial would have been constructed and carried out

Describe Anglo-Saxon village communities/settlements

Explain the advantages and disadvantages of living in the countryside rather than the Roman towns left behind e.g. farming

Use a range of evidence to recognise and describe some of the changes to the Anglo-Saxon way of life e.g. the country's conversion to Christianity, place names

Gather more detail from primary and secondary sources to build up a clearer picture of the past

Begin to undertake their own research and present the information in a range of ways.

Regularly address and sometimes devise their own questions to find answers about the past e.g. What do the artefacts from Sutton Hoo teach us about Anglo-Saxon culture? How did the Anglo-Saxons worship?

Religious Education Religious Education *British Values link

Hindu Dharma

- explore teachings about good and evil in the story of Rama and Sita
- describe what moral guidance Hindus might gain from the story of Rama and Sita
- make links between the actions of Rama and the belief that he is an avatar of Vishnu, appearing on earth to destroy evil and uphold dharma
- use subject specific language to describe how and why Hindus celebrate Diwali
- explain the importance of light in the Diwali celebrations, and how this is a symbol of good overcoming evil
- discuss (with relevant examples) the importance of the belief that good overcomes evil
- suggest people, words or stories that might be inspiring when trying to overcome difficulties in life
- reflect on their own concept of 'goodness'
- discuss what gives them hope during difficult times

Christianity God

- explain why Bethlehem is an important religious site.
- explain what a pilgrimage is.
- know why Mary and Joseph travelled to Bethlehem
- re-tell the story of the shepherds in the nativity story.
- compare what Bethlehem was like when Jesus was born to what it is like today.
- explain why the shepherds are an important symbol in the nativity story
 - Know the story of the 3 kings]
- Explain why Mary and Joseph had to flee Egypt
- Empathise with the characters in the stories
- Know how religious ideas can be expressed through music and art
- Understand that people a long time ago, in the past, have the same emotions as people today.
- Identify how Mary & Joseph might have been feeling and make connections with their own experiences
- Express their own ideas through music and art.

Design and Technology

- Develop vocabulary for tools materials and their properties
- Prototype a product using J cloths
- Use prototype to make pattern
- Explore strengthening and stiffening of fabric
- Sew on buttons and make loops
- Use appropriate decoration techniques
- 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 prototypes 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
- do not like about items they have made and attempt to say why

PSHE- & RHE

Democracy

Respect & Communication

Self-Confidence & Esteem

How do we make a difference

Understand the reason we have rules;

Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council);

Recognise that everyone can make a difference within a democratic process

Me and My Relationships & Valuing Differences

Respect & Communication

Friend or acquaintance?

Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);

Give examples of features of these different types of relationships, including how they influence what is shared.

Together

Understand that marriage is a commitment to be entered into freely and not against someone's will;

Recognise that marriage includes same sex and opposite sex partners;

Know the legal age for marriage in England or Scotland;

Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.

Can you sort it?

Define the terms 'negotiation' and 'compromise';

Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.

Ok or not ok? (1)

Explain what we mean by a 'positive, healthy relationship';

Describe some of the qualities that they admire in others.

Different feelings

Identify a wide range of feelings;

Recognise that different people can have different feelings in the same situation;

Anti-Bullying

Safety in numbers

Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;

Recognise that they can play a role in influencing outcomes of situations by their actions.

Under pressure

Give examples of strategies to respond to being bullied, including what people can do and say;

Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.

Physical Education

Games

- Play games using a racket.
- Keep a rally going using small range of shots.
- Send, receive and strike a ball in a striking and fielding game.
- Comment on own performance.
- Adapt and refine games.
- Evaluate success of tactics used.

Dance

- Research Superhero characters.
- Respond to visual stimuli.
- Portray different characters.
- Combine actions to create a sequence that communicates character and narrative.
- Describe, interpret and evaluate their own and others dance.

Gymnastics

- Travel using hands and feet.
- Show contrast in balances on small and large body parts.
- Use a range of jumping, rolling, travelling and balancing actions with control.
- Create and perform a sequence of 6 actions to show changes in level and direction.
- Make simple judgements about performance.

Science

Electricity Knowledge

- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors

Skills

- Make a **prediction** based on the knowledge acquired from previous explorations /observations and apply it to a new situation
- Record findings including notes
- With some independence, analyse results / observations by writing a sentence that matches the **evidence** i.e. deciding the important aspect of the result and summarising in a **conclusion** (e.g. *metals tend to be good conductors of electricity*)
- Use relevant scientific language and vocabulary (from Y4 PoS) to begin to say/explain *why* something happened
- Use results to suggest improvements, new questions and/or predictions for setting up further tests.
- Ask questions such as 'What will happen if...?' or 'What if we changed...?'
- Choose/select a relevant question that can be answered [by research or experiment / test].
- Use observations to suggest what to do next
- 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 electrical circuits*)
- Begin to select the most useful ways to collect, record, classify and present data from a range of choices
- **Sound Knowledge**
- 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.

Sound Skills

- Carry out simple **fair tests** with increasing confidence investigating the effect of something on something else
- Explain their planning decisions and choices
- Begin to identify where patterns might be found and use this to begin to identify what data to collect
- Learn how to use new equipment, such as data loggers & measure temperature in
- Collect data from their own observations and measurements, using notes/simple tables/standard **units**
- Make **accurate** measurements using standard **units** [and more complex units and parts of units] using a range of equipment and scales
- Record findings including tables and bar charts [where intervals and ranges agreed through discussion],
- Notice/find patterns in their observations and data. (Describe the effect of something on something else) (e.g. *as I lengthen the ruler I notice that the pitch gets lower*)
- Begin to develop their ideas about relationships and interactions between things and explain them
- 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 (Maths link)

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

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