

Art & Design

- Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.
- Use collage as a means of collecting ideas and information and building a visual vocabulary.
- Explore the roles and purposes of artists e.g. Kandinsky
- 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

- Play a classroom instrument using notated parts.
- PI Improvise own tunes and rhythms using one, two or three notes.
- Create simple melodies in a group or solo situation.
- ay pieces in unison and in two parts.
- Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests).
- 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

Online Safety (PSHE)

- Understand the need to keep some information private in order to protect me when I'm communicating online.
- Begin to understand that electronic communications may be used for manipulation or persuasion.
- Begin to recognise when an attachment may be unsafe to open.
- Talk about online safety and keeping safe whilst being online at home and at school.

Digital Media

- Choose and use suitable software packages to create, develop, edit and present ideas for a specific audience.
- Understand how images from different sources (stills, video, graphics, animations) are used to enhance a presentation or communicate an idea.
- Storyboard and shoot a short stop-motion animated sequence.
- Use ICT to compose music or sounds including creating melodies.
- Locate, listen to, import and use appropriate sound files in multimedia software.
- Use ICT to combine a variety of sounds and edit them into one piece of audio appropriate to task.
- Share work online for others to play and review.
- Understand sounds can be copyrighted and abide by copyright rules when using them.
- Locate copyright free sound files from the school network, internet sources and other software.

Data Handling

- Use a data logger to record and share readings (science).



Year 4 Wonderful World

Attitudes to Learning:

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

Modern Languages

Le Cirque

- Explore the different languages we speak.
- Identify some French-speaking countries and locate on a map of the World.
- Identify typical weather patterns and physical features of some French-speaking countries.
- Name some items of clothing and describe using colour adjectives.
- **Ou vas-tu?**
- Name and recognise some French cities and locate on a map of France.
- Identify typical climate and describe physical features of some French cities.
- Understand and give instructions using basic directional vocabulary.
- Sort words into masculine and feminine
- Compare French and English words with similar spellings or sounds.
- Begin to understand and follow simple classroom instructions.

Religious Education *British Values link

Christianity - Jesus – Sacrifice (The Easter Story)

- retell the story of Jesus in the wilderness
- identify Christian beliefs about Jesus reflected in this story
- suggest why sacrifice might be an important Christian value (linked to beliefs and teachings about Jesus)
- describe what a Christian might do during Lent and why
- explain what is meant by sacrificial love – agapé – and give examples of how Christians might do this
- Discuss Christians who have been examples of sacrificial love (eg. Martin Luther King, Oscar Romero) and how they were motivated by their faith
- consider differing attitudes and responses to the concept of sacrifice (both positive and negative)
- discuss why many people are willing to make sacrifices for the people they love
- discuss why some people may be willing to make a sacrifice for someone they don't even know
- give examples of acts of sacrifice that have been done by or for them
- discuss who or what they would be prepared to make sacrifices for
- consider the value of sacrifice – as an expression of love and commitment

Sikhism

- explore teachings and stories from Sikhism
- describe what moral guidance Sikhs might gain from the stories and examples of the Gurus
- make links between the beliefs, values and practices of Sikhism
- use subject specific language to describe how and why Sikhs show their religious commitments and values
- explain how clothing and behaviour might be symbolic of beliefs, values and commitments*
- discuss (with relevant examples) the importance of how we view and behave towards others*
- talk about how our outward behaviour reflects our inner beliefs, values and commitments
- reflect on their own concept of living a good life and how this influences the way that they treat others*
- discuss own thoughts and feelings about equality and justice *

PSHE & SRE

Keeping myself safe

Describe stages of identifying and managing risk;

Suggest people they can ask for help in managing risk.

Understand that they have the right to protect their personal body space;

Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;

Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.

Identify images that are safe/unsafe to share online;

Know and explain strategies for safe online sharing;

Understand and explain the implications of sharing images online without consent.

Explain how different people in the school and local community help them stay healthy and safe;

Define what is meant by 'being responsible';

Describe the various responsibilities of those who help them stay healthy and safe;

Suggest ways they can help the people who keep them healthy and safe.

Business and Enterprise

Define the terms 'income' and 'expenditure';

List some of the items and services of expenditure in the school and in the home;

Prioritise items of expenditure in the home from most essential to least essential.

Mathematics Y4 Measurement Estimate, compare and calculate money in pounds and pence.

Explain what is meant by the terms 'income tax',

'National Insurance' and 'VAT';

Understand how a payslip is laid out showing both pay and deductions;

Prioritise public services from most essential to least essential.

Physical Education

Games

•Bowl a ball underarm to a partner or batter in a cricket type game.

•Strike a ball from a bowler, tee or drop feed.

•Apply simple tactics to a modified cricket game.

•Comment on own performance.

•Adapt and refine games.

•Evaluate success of tactics used.

Dance

•Explore feelings of being frightened and respond to this as a stimulus.

•Explore and create monster characters, using illustrations and appropriate dance vocabulary.

•Perform a paired or small group dance that communicates narrative and character.

•Describe, interpret and evaluate their own and others dance.

Gymnastics

•Perform matched and mirrored balances with a partner and understand the difference between.

•Investigate different ways to move into and out of balances.

•Create a paired sequence of 6 matched and mirrored actions using the apparatus to change levels.

•Make simple judgements about the quality of their performance, recognise and evaluate success.

Science

Changes of state Knowledge

- identify the part played by evaporation and condensation in the **water cycle** and associate the rate of evaporation with temperature. (Geog)
- compare and group materials together, according to whether they are solids, liquids or gases (Maths link)
- 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)

Skills

- Observe and record relationships between structure and function or between different parts of a processes
- Observe and record changes /stages over time
- Use their observations to identify and classify
- Begin to give reasons for these similarities and differences.
- 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
- Start to make their own decisions about the most appropriate type of science enquiry they might use to answer scientific questions
- Make some of the planning decisions about what to change and measure/observe.
- Begin to recognise when a **fair test** is necessary.
- Make more of the decisions about what observations to make, how long to make them for and the type of equipment that might be used.
- Learn how to use new equipment, such as data loggers & measure temperature in degrees Celsius (°C) using a thermometer.
- Make **accurate** measurements using standard units [and more complex units and parts of units] using a range of equipment and scales
- **Compare their results with others and give reasons why results might be different**
- 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
- 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

Geography

Mountain Range e.g The Pyrenees (Spain)

- Name and locate the world's countries and major cities.
- Identify the position and significance of Equator, N. and S. Hemisphere
- Use maps to focus on Europe's environmental regions (Western Upland, North European Plain, Central Uplands and the Alpine mountains)
- To compare a volcanic area to a non- volcanic area. (the volcanic area near Gerona at the edge of the Pyrenees).
- Describe and understand key aspects of physical geography including Volcanoes, earthquakes (plate tectonics and the ring of fire), mountain ranges and the water cycle (Science- Water cycle).
- To investigate the structure of the Earth e.g. layers, core, tectonic plates etc.
- To explore how mountains are formed and the features of a mountain.
- To explore what happens when a volcano erupts.
- Identify and describe similarities, differences and patterns in Economic choices, sustainability and resources when investigating the people and environments of Europe. (PSHE)
- Use sources satellite images, aerial photographs (Google Earth) and holiday brochures/ leaflets to locate countries and describe features studied.
- Use the index and contents page of atlases.