

## Religious Education \*British Values link

### Christianity Jesus

- 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\*

## Computing

### Online Safety

- Understand the need to keep some information private in order to protect me when I'm communicating online. (PSHE)
- 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 Ancient Worlds Shang Dynasty

### Attitudes to Learning:

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

### 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. 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.
- Explore the roles and purposes of artists e.g. Kandinsky or 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.

## History

### Shang Dynasty

- Sequence several events (including previously taught topics) on a timeline using dates, including those that are sometimes further apart.
- Compare the first civilisations and when they first appeared.
- Explain a series of directly related events that happened in the lead up to a historical event e.g. the events that led to the end of the Shang Dynasty.
- Describe some of the characteristics, features and achievements of the earliest civilisations.
- Demonstrate more in depth knowledge of one specific civilisation (Shang).
- Describe, contrast and compare the lives of different people in sections of the Shang society.
- Understand some of the ways in which historians investigate the past.
- Make a judgement about the occupant of a Shang tomb using artefacts and symbols for evidence
- Regularly address and sometimes devise own questions to find answers about the past e.g. How were the leaders of the Zhou kingdom able to overthrow the final Shang ruler Di Xin?
- Gather more detail from primary and secondary sources to build up a clearer picture of the past.
- Use a variety of historical terms and concepts similarities, differences, timeline, historical event, modern, artefact, historian, significant, BC/AD, decade, century, ancient, research, evidence, invaders/invasion, archaeologist.
- Begin to undertake their own research and present the information in a range of ways.

### 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
- Ideas to link with Shang Dynasty - how are clothes made. – tunics for a doll etc
- Develop more than one design or adaptation of an initial design
- Record the plan by drawing using annotated sketches
- 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

## PSHE-& RHE

### Keeping Myself Safe

#### Self-Confidence & Esteem

##### Keeping myself safe

Describe stages of identifying and managing risk;  
Suggest people they can ask for help in managing risk.

##### Islands

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.

##### Picture Wise

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.

##### Who keeps us healthy and safe?

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;

##### Ok or not ok? (2)

Recognise that there are times when they might need to say 'no' to a friend;  
Describe appropriate assertive strategies for saying 'no' to a friend.

## 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.

## Music

- Play a classroom instrument using notated parts.
- Improvise own tunes and rhythms using one, two or three notes.
- Create simple melodies in a group or solo situation.
- Play 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.

## 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.
- Understand numbers to 60.

## 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 ( *evaporation and condensation*)
- Start to make their own decisions about the most appropriate type of science enquiry they might use to answer scientific questions (*is a fair test the best way to investigate their question?*).
- 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 (Computing) & 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 (PSHE)

### 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