

Religious Education *British Values link

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 three kings.
- explain why Mary and Joseph had to flee to 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 has the same emotions as people today.
- identify how Mary and Joseph might have been feeling and make connections with their own experiences.
- express their own ideas through music and art.

Islam (PSHE)

- 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
- consider and discuss how they demonstrate their personal commitments*

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 Festivals of Colour

Attitudes to Learning:

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

History

- Understands the difference between primary and secondary sources of evidence. (Geo)
- Use relevant and appropriate historical terms and vocabulary linked to chronology.
- Select and organise relevant historical information to present in a range of ways.

Geography

- Name and locate the world's countries and major cities.
- Identify the position and significance of Equator, N. and S. Hemisphere
- Describe and understand key aspects of physical geography in Saudi Arabia including Sandy desert, Volcanoes and mountain ranges etc.
- Use maps to identify different types of settlements in Saudi Arabia: villages, towns, cities.
- Use sources satellite images, aerial photographs (Google Earth) and holiday brochures/ leaflets to locate where people visit in Saudi Arabia (Mecca) and weather patterns within the country.
- Use the index and contents page of atlases.
- Identify and describe similarities, differences and patterns in Economic choices, sustainability and resources (Oil) when investigating the people and environments of Saudi Arabia. (PSHE) [Sustainability - Oil production is an important industry within Saudia Arabia. What environmental issues does this bring to the country?](#)

Art & Design

- 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. 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.

PSHE- & RHE

Diversity – What makes us different?

Self-Confidence, Esteem & Curiosity

The people we share our world with

List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);
Define the word respect and demonstrate ways of showing respect to others' differences.

That is such a stereotype!

Understand and identify stereotypes, including those promoted in the media.

What would I do?

List some of the ways that people are different to each other (including differences of race, gender, religion);
Recognise potential consequences of aggressive behaviour;
Suggest strategies for dealing with someone who is behaving aggressively.

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.

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

Programming

- Create a series of commands that can be combined or condensed to create more complex or efficient routines called procedures.
- Debug a series of commands containing deliberate mistakes.
- Use programs to move, turn and control a character using keys.

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 and selected and ranked.

Online Safety

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

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 and investigate a range of Superhero characters.
- Respond to visual stimuli.
- Portray a range of 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 the quality of their performances.

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**
- 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
- Begin to select the most useful ways to collect, record, classify and present data from a range of choices
- that can be explored, observed,
- Record findings including discussions displays or presentations

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