

Religious Education *British Values link

Christianity 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 *

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

History

- Sequence several events (including previously taught topics) on a timeline using dates, including those that are sometimes further apart.
- Using the significant people, compare how things have changed over different periods and give reasons why they have changed (e.g. the changes in medicine)
- 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 creation of the NHS.
- Understand some of the ways in which historians and others investigate the past.
- Regularly address and sometimes devise own questions to find answers about the past e.g. What impact has Marie Curie's work had on modern-day Britain?
- Identify historically significant people and events from a period of history and give some detail about what they did or what happened.
- 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
- Begin to undertake their own research and present the information in a range of ways.



Year 4

Inspirational People

NHS (Marie Curie,
Alexander Flemming,
Florence Nightingale,
Alexander Graham-Bell)

Attitudes to Learning:

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

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.

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.
- 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.

Geography

- Use local maps at more than one scale.
- Recognise that larger scale maps cover less area.
- Use fieldwork to record and measure the human and physical features in the local area using digital technologies (data loggers). (Science sound)
- Express their opinions on local environmental issues and recognise that other people may think differently (traffic congestion around school).
- To begin to use the eight points of a compass
- To begin to use four-figure co-ordinates to locate features on a map.

Design 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
- Making instruments – Link to Alexander Graham Bell. (DT)
- 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

Science

Sound Knowledge (DT)

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 (Maths link)
recognise that sounds get fainter as the distance from the sound source increases.

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

Teeth & Digestive system Knowledge (PSHE)

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

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

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

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.

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.

PSHE & RHE

Money & Enterprise

Independence/ teamwork & Co-operation

Harold's expenses

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.

Why pay taxes?

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.

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

Computing

Programming

- 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.

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.