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| Year 4 – Curriculum Overview 2020 | | | | | | |
| **Curriculum to be covered from Y3.** | | | | | | |
| **Subject** | **Autumn 1**  **Trailblazers** | **Autumn 2**  **Dudley – Leisure and Local economy** | **Spring 1**  **Savage Settlers** | **Spring 2**  **Around the World** | **Summer 1**  **Merlin** | **Summer 2**  **What did the Romans ever do for us?** |
| Essential Learning | **-** Use the 8 points of a compass.  - Locate the Equator and Tropics of Cancer and Capricorn on a map.  - Locate countries that are within the Northern and Southern hemisphere.  - Know the key countries of Europe and North America and South America.  - Know that humans can have a negative impact on the physical environment.  - Know that the Wright Brothers invented the aeroplane and when it was.  - Know that Amelia Earheart was the first female to cross the Atlantic Ocean in 1928.  - Alexander Graham Bell invented the telephone in 17876.  -James Watt reinvented the steam engine in 1765.  - Thomas Edison invented the light bulb in 1879.  - Carl Benz invented the car in 1886.  - Appreciate that design ideas often get better incrementally and that adaptation and evaluation is crucial.  - Sir Tim Berners-Lee invented the World Wide Web | - Explain the connection between local leisure and attractions and the local economy.  - Understand local sports facilities and the importance of sport for fitness and mental wellbeing.  - Locate on a map physical features of the area where leisure activities may take place.  - Locate on a map human features where leisure activities may occur.  - Understand the connection between Dudley Castle and the Norman Conquest.  - Know the names and features of a castle and it’s purpose in defence and safety.  - Understand how the industrial revolution affect the economy in the local area.  - Know that nail making, chain making, glass and brick making were key industries in the locality.  - Significance of Noah Hingley in Colley Gate and links to the Titanic anchor production. | - The Anglo-Saxons invaded in the 6th century  -The Vikings invaded in the 8th century.  -The Vikings landed in 739AD.  -The Vikings left Norway, Sweden and Denmark and came to the UK because their land was poor for farming, their population was increasing and the treasures of other lands were appealing.  - The first devastating Viking attack was on the monastery at Lindisfarne, Northumbria.  -The Anglo-Saxons settled mainly in the south then the west of Britain.  -The Vikings settled mainly in the north then the eat. Their land became known as Danelaw.  - Although the Anglo-Saxons and Vikings fought, they did also live side-by-side for many years.  - The Vikings believed that the dragon heads adorning their long ships helped to give them safe passage away from sea monsters.  - Fabric has two threads, the warp and the weft.  - The Vikings believed that there were many Gods and Goddesses and that Odin was the king of the realm of Gods (Asbard).  -The Anglo-Saxons used to tell myths and legends and some of these are performed and read today. | -A*round the World in 80 Days* is a book written by Jules Verne in 1872.  -The continents of the world are Europe, Africa, Asia, North America, South America, Australia and Antarctica.  -Know the position of the Equator, the Northern and Southern Hemisphere and the Tropics of Capricorn and Cancer.  -Russia sits across two continents; Europe and Asia.  -Know that 80% of Russians living in Russia live in the west of the country due to the physical environment.  -The worlds’ biomes are tundra, savannah, woodland, desert, rainforest and grassland. Each of these has its own characteristics.  -Tchaikovsky was a Russian composer famous for works such as *Swan Lake* and *The Nutcracker.*  *-*There are various nomadic tribes across the world including the Bedouin of North Africa and middle east.  -Islamic art is often colourful and has repeating patterns of geometric shapes.  -Muslims believe that Islam makes life beautiful, and that Islamic art is an expression of this. | **Available April 2022** | - The Roman period brought about an end to the iron age.  - Key dates include the period of Roman Empire 27BC-AD395. The Roman empire was divided from AD365 and fell in AD476.  - Rome is in Italy and was the centre of Roman Empire.  -The main countries that were part of the Roman Empire included Italia (Italy), Britannia (Britain), Germania (Germany), Graecia (Greece).  - The key Roman emperors included Augustus Caesar, Nero, Claudius, Hadrian and Constantine.  -There were two types of Roman soldiers, auxiliary and legionary. Each legion of soldiers was broken into 10 cohorts further broken into 6 centuries, led by a Centurian.  -The three battle formations that Roman soldiers used were the testudo, wedge and the orb.  -Before the Roman, Britain was broken up into tribes; Atrebates, Belgae, Brignates and Cantii.  -The Romans successfully invaded Britain in AD43 under Emperor Claudius.  - Boudicca was the leader of Iceni Tribe and fought the Romans in AD 60-61.  - The Romans invaded Britain for lots of reasons including gaining power, popularity, valuable goods, resources and land.  - The Romans left Britain gradually ending in AD410.  - The Roman impact on Britain can still be felt today in aspects such as roads, towns, language, etc. |
| Vocabulary | Ambition, aspiration, notation, network, world wide web, Hemispheres, Tropics of Cancer and Capricorn, invention, patent, design, Wright brothers, Thomas Edison, James Watt, Alexander Graham Bell, Sir Tim Berners-Lees, Picasso, Edmund Hilary, wireless, aerodynamic, machine, compass, industrial Revolution, invention, The Crystal Palace, The Great Exhibition. | Parks, Leisure Centre, Zoo, Cinemas, Restaurant, Shopping centre, Entertainment centres, Fitness, Economy, Business, Shops. Chain makers, Stourbridge glass, Titanic anchor, Netherton, Dudley, Transport, Public Services, Colleges, Museums, Archives, Dudley Castle | Anglo-Saxon, Danelaw, evidence, goddesses, gods, invade, Lindisfarne, longship, settlement, source, Scandinavia, Viking, Jorvik | Biome, continent, culture, climate, environment, impact, landcsape, Northern Hemisphere, Southern Hemisphere, equator, population, temperate, Tropic of Cancer, Tropic of Capricorn |  | Battle, Boudicca, celts, chronology, emperor, empire, invade, mosaic, roman, roman army, settle, tribe, |
| Maths – White Rose | Number; Place Value  Number; Addition and subtraction  Measurement: Length and Perimeter  Number: Multiplication and Division | | Number: Multiplication and Division  Measurement: Area  Number: Fractions  Number; Decimals  Consolidation | | Number: Decimals  Measurement: Money  Measurement; Time  Statistics  Geometry: properties of a shape  Geometry: Position and Direction  Consolidation | |
| English/Key Texts | Iron Man – science fiction narrative (WS)  Journey – adventure narrative (WS)  Roman Myths and Legends.  Text: The Hatmakers | Inviting an Author into school – persuasive writing (WS)  Still I Rise-Poetry (WS)  Bike Boy – Adventure narrative (WS)  Texts: Glastonbury and the Festival Time Fettlers/Glastonbury comes home. | Anglo-Saxon Battle – persuasive speech (WS)  The Saga of Eric the Viking – balanced argument/diary entry.  Incredible Book Eating Boy – narrative comedy (WS – Y3)  My strong mind: being healthy – instructions (WS-Y3)  Stone Age Bog – story (WS-Y3) | The Creature – Newspaper Report (WS)  Sun, Sea and Sand – Wish you were here - persuasive writing (WS)  Me, My Dad and the End of the Rainbow, Sandhya Prabhat  Text: The Other Side | Wizards of Once – newspaper report (WS)  Plague – playscript (WS)  Aladdin and the Enchanted Lamp – traditional tale (WS)  The Ink House  The Boy in the Tower | Julius Caesar Shakespeare (ebook)  Emperors End  Cruella: Hello Cruel Heart  Texts: Roman Quests x 4  Text: Brave |
| Culture, Diversity and Equality | Bessie Coleman – first black female pilot US.  Tuskegee Airmen,  Eugene Bullard  Courtland Savage  Text: Ru Paul  Text: Fabulous Franky  Text: Henry’s Freedom Book  Key piece of music: Aretha Franklin, Respect/The Explorers Track, Jeremy Goldsmith  Key works of art: South Pole Monument, Oslo.  Key poem: Eureka! Joyce Sidman | Cyrille Regis (Footballer)  Denise Lewis (OBE, sprinter)  Daniel Caines (Kick Boxer)  Pelle  Jesse Owens  Text: Young Heroes  Key piece of music: UB40  Key works of art:  Marylin Monroe, Andy Warhol  Key poem: Lines on Dudley Market, Ben Boucher | St Hadrian  Dido Belle  <https://www.english-heritage.org.uk/learn/teaching-resources/-learn-black-lives-in-britain/>  Text: Proud of Me.  Text: I’m a Girl  Key piece of music: Fanfare for the Common Man  Key works of art: Monument to the Discoveries, Lisbon  Key poem: History of Vikings, Paul Perro | Aretha Franklin  Jean-Michael Basquiat  The World Health Organisation, position of authority of Tedros Adahamon Ghebreyesus and other leaders.  Text: Little Leaders; Visionary Women Around the World  Visit from Yemeni, female PCSO  Key piece of music: Fly Away – Lenny Kravitz/Leaving on a Jet Plane – John Denver  Key works of art: The World by Paula Scher  Key poem: A Prayer for Travellers (May the Road Rise to Meet you) by Anon. | David Blane  Impact of Coronavirus on Black community.  Text: The Sissy Ducking  Key piece of music:  Key works of art:  Key poem: | The Ivory Bangle Lady  Text: Whoever you Are  Key piece of music: Nesun Dorma, Pavaroti  Key works of art: The Trijan’s Column  Key poem: I am a Roman Soldier, Josiah Wedgewood |
| Enrichment | RAF Cosford | | Tamworth Castle/Worcester Cathedral | | Lunt Roman Fort | |
| Learning through Nature  National Curriculum Outdoors | **Geography: orienteering**  **(Y4, pg 58-71)**  -Orientate a map using cone orienteering.  -Learning to follow a route on a map.  -Identify points on a map.  -Follow a trail marked on a map.  -Find control point positions marked on the map. | **Maths – 2D shapes**  **(Y4 pg 30-43)**  -Explore, identify and compare the properties of 2D shapes.  -Work as a team to explore, describe and compare the properties of quadrilaterals.  -Use knowledge of 2D and 3D shape properties to light a fire and understand the risks involved.  -Make quadrilateral frames and estimate their perimeter and area.  -Use knowledge of shape and angles to create a hanging decoration.  -Use wood weaving to create a 2D or 3D shape. | **DT: Shelter Building**  **(Y4, pg 100-113)**  -Investigate and analyse a range of existing products used in shelters in the outdoors.  -Investigation and analyse tripod and flexible structures used for shelter in the outdoors, make a prototype of fixed and flexible frames.  -Investigate and analyse weatherproofing materials used to provide shelter in the outdoors.  -Use printing with leaves and plants to demonstrate aesthetic qualities in camouflage textiles used to provide shelter.  -Generating, developing and communicating ideas for a camouflaged shelter through discussion, annotated sketches and prototypes on order to create shelter, textile, products that demonstrate our learning. | **Languages: French**  **(Y4, pg 114-127)**  -How to say your name in French, greet one another and use of numbers 1-12.  -Greeting friends, asking how old they are and the French alphabet,  -Practice asking someone how they are and identify trees and leaves in French.  -Explore the garden looking for ‘les fruilles des arbres’.  -Practice greetings and name of types of home.  -Building homes from materials in the outdoor area.  -Practicing how to greet one another and find out where they live.  -Make a map of the UK and France using natural materials, to show the capitals. | **Science**  **(Y4, pg 44-57)**  -Learning to group materials into solids, liquids and gases and understand and observe the difference between them.  -Learn to observe changes in states of matter when heated and find out at what temperature this occurs.  -Learn to observe changes in states of chocolate when heated and called and find out what temperatures this occurs.  -Simulate a water cycle through boiling water over a fire.  -Set up a simple practical enquiry comparative and fair tests to see whether the rate of evaporation in the water cycle changes with temperature.  -Learn to make a miniature garden to identify the role of evaporation, condensation and precipitation in the water cycle.  -Demonstrating technical skills and knowledge in our designs using and applying our learning to build a camouflage shelter. | **Art**  **(Y4, pg 86-99)**  -Explore the use of line and apply it to nature in our sketch books.  -Explore how line can be used to record patterns and rhythm.  -Explore how to record colours and shapes from nature using print making.  -Finding textures in the outdoor area and exploring how these can be recorded using rubbings.  -Exploring shape and special organisation using natural objects. (Henry Matisse/Pierre Mondrian)  -Explore light and dark to create 3D effects to represent shape and form. |
| Mindful Moments | -Pupils learn about the importance of nature to help them relax and improve mental wellbeing.  -Pupils consider aspirations for the future and goal setting to achieve those. | -Pupils will understand how hobbies and other activities are rewarding and enjoyable.  -Pupils will learn that perseverance with an interest can have long term rewards. | -Pupils learn helpful and appropriate ways to react when someone is unkind to them.  -Pupils look at how stitching is a hobby that can relax and distract the mind. They will also learn how to stay resilient and persevere when they find something difficult to do. |  |  | -Discuss the strength shown by a Roman soldier and the skills that they possessed.  -They will share their own skills and what they are good at.  -Understand what it means to be brave and explore how to be confident.  -Pupils may experience conflicting emotions and recognise when they might need to listen to overcome these. |
| Science | **Sound**   * 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   Depth: Sound Assessment Question: Debate which animal has the best hearing- a mouse or an elephant?  **Experiments-**  **Comparative and fair testing:**  Hook- Dan can’t sleep. There is a new baby in the house, and it keeps crying, Help Dan to find the best material to make earmuffs to cancel out the sound. | **Light**   * Recognise that they need light in order to see things and that dark is the absence of light  * Notice that light is reflected from surfaces * Recognise that light from the sun can be dangerous and that there are ways to protect their eyes * Recognise that shadows are formed when the light from a light source is blocked by a solid object    Find patterns in the way that the size of shadows change  **Experiments-**  **Comparative and fair testing:**  Hook- A new streetlamp has just been put up outside Mrs Mills bedroom and she can’t sleep, can you find a new material to make her curtains out of to help her?  Or Harry wants to find the best material for making sunglasses, can you help him?  **Comparative and fair testing:**  Lucy says you need a big object to make a big shadow to block out the light, Is she correct? | **Animals, including humans**   * Describe the simple functions of the basic parts of the digestive system in humans  * 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   **Experiments-**  **Research**:  Hook- Sam’s mum says that Sam’s love of coke will ruin his teeth. Is she correct?  What could Sam drink instead?  **Plants**   * Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers * Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant * Investigate the way in which water is transported within plants   Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal  **Experiments-**  **Observing over time:**  Hook- Mr Jones says that food colouring in in the water of flowers will show how water moves up the stem. Jason wonders if different flowers will show this in the same way. | **Living things and their habitats**   * 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   **Experiments-**  **Identifying and classifying:**  Hook- Michael Rosen growing apples poem. What other types of fruit would grow if they were buried? Are any different? How could we group/classify these fruits? Children create classification keys.  **Pattern Seeking:**  Hook- Anna says all larger instruments produce a lower pitched sound.  Stella says all large instruments produce a louder sound.  Are they correct? | * **States of Matter** Compare and group materials together, according to whether they are solids, liquids or gases  * 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   **Experiments-**  **Changes over time:**  Hook- Michael Rose Chocolate Poem  What happens to some materials when they are heated or cooled?  **Changes over time:**  Hook- What are the effects of time, location, warm water, salt and sugar on a frozen balloon? | **Electricity**   * 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   **Experiments- Comparative and fair testing:**  Hook: Alison needs a bright light to read by. How can we make a bulb brighter?  **Pattern seeking:**  Hook- Fiona says that all metals conduct electricity. Is she correct? |
| History | -Devise questions about the significance of an individual or events.  -Describe how the person or event impacts on life in Britain or the wider world. | * Show developing understanding of placing events and objects in Chronological order, divided into different periods of time. * Choose, Select and combine Information from different sources to answer questions from the past using a range of sources. * Recognise some similarities and differences between time periods * Select and record information   Communicate their knowledge and understanding orally and in writing | * Organise periods of time noting how historical periods can be classified, remembering key facts and dates. * Compare the similarities and differences between two periods of history. * Discuss the positive or negative impact that a person or event had on life in Britain. * Understand that historical events can have more than one cause. * Study source materials in depth, making more sophisticated observations. * Conduct research to answer historical question select, organise and record source information to present. * Devise questions about the significance of an individual or event. * Describe how a significant individual or event impacted on life in Britain or the wider world. |  |  | -Use vocabulary appropriate to different time periods.   * Organise periods of time noting how historical periods can be classified, remembering key facts and dates. * Compare the similarities and differences between two periods of history. * Discuss the positive or negative impact that a person or event had on life in Britain. * Understand that historical events can have more than one cause. * Study source materials in depth, making more sophisticated observations. * Conduct research to answer historical question select, organise and record source information to present. |
| Geography | -Compare the same topography features of different places.  -Name and locate the countries of Europe, North and South America.  -Identify the position and significant of latitude, longitude, equator, norther and southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and Prime Greenwich Meridian.  -Discuss the positive and negative impact of human activity on the environment.  -Develop directional awareness and language using the 8 points of a compass to explain the geographical featured and plan a journey. | * Use secondary sources (e.g. aerial photos, texts, stories) * Locate the worlds countries using maps. Concentrating on key human and physical characteristics, environmental regions countries and major cities. * Identify and describe what places are like and how their differences affect the people living there. | -Locate topographical features of Britain such as rivers, hills, mountains or coasts, describing the impact on the physical and human geography of these places.  -Compare the same topography features of different places.  Name and locate the countries of Europe, North and South America.  -Identify the position and significant of latitude, longitude, equator, norther and southern hemisphere, the Tropics of Cancer and Capricorn, Ari and Antarctic Circle and Prime Greenwich Meridian.  -Discuss the positive and negative impact of human activity on the environment. | -Compare the same topography features of different places.  -Name and locate the countries of Europe, North and South America.  -Identify the position and significant of latitude, longitude, equator, norther and southern hemisphere, the Tropics of Cancer and Capricorn, Ari and Antarctic Circle and Prime Greenwich Meridian.  -Compare how different areas of the world have benefitted from the human and physical geographical features of their area.  Sequence and explain physical geographical features such as the water cycle.  -Describe how the physical geography of a place has impact on or changed the physical and/or human features over time ie. volcanos, rivers, mountains, earthquakes. | - | -Compare the same topography features of different places.  -Name and locate the countries of Europe, North and South America.  -Identify the position and significant of latitude, longitude, equator, norther and southern hemisphere, the Tropics of Cancer and Capricorn, Ari and Antarctic Circle and Prime Greenwich Meridian.   * -Discuss the positive and negative impact of human activity on the environment. |
| ICT | **Coding**  2Code - Purple Mash Unit 3.1 (6)  **Privacy and Security**  -I can explain what a strong password is.  -I can explain that others online may pretend to be me or other people, including my friends.  -I can suggest reason why they might do this.  **-**I can explain how internet use can be monitored  -I can describe strategies for keeping my personal information safe, depending on the context. | **Logo**  Purple mash Unit 4.5 (4)  **Online Bullying**  -I can describe a range of different bullying types and behaviours and assess when these are occurring (e.g. homophobia, racism, gender discrimination, sexism, ableism, exclusion of others from online forms of communication. setting up fake profiles of another person).  **Online Relationships and Reputation**  -I can explain ways that some of the information about anyone online could have been created, copied or shared by others.  -I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. | **The Internet**  NCCE (6)  <https://drive.google.com/drive/folders/1kTJRBcJgpIwMPzu57V8cBAvk3nmt1auo>  Purple Mash Unit 4.7 (3)  *APPLICATION FOR A PURPOSE/ACROSS CURRICULUM.*  **Managing online information, copyright and ownership**  -I can explain why using various additional tools can refine my searches more effectively (e.g. search filters: size, type, usage rights etc.).  -I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.  -I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn’t.  -I can refine search phrases with additional functions (e.g. +, AND, “ “, NOT, \* wildcard).  -I can explain how search engine rankings are returned and can explain how they can be influenced (e.g. commerce, sponsored results).  - I can use a range of features to quality assure the content I access online (e.g. hits, likes, comments)  - I can explain how online content published by an individual can be interpreted differently by others. | **Audio Edit/Podcast**  NCCE (6)  <https://drive.google.com/drive/folders/1p0Z-Zo_Lck09qHrXypG1FaWnOM_OxVg0>  using Spreaker Studio (for chromebook)  *APPLICATION FOR A PURPOSE/ACROSS CURRICULUM.*  **Online Relationships and Reputation**  -I can explain and give examples of how what anyone writes/record/post online can also affect their school, family or social group, or future opportunities.  -I can explain how the information online services hold about someone forms part of their ‘online identity’ and how this differs from their digital personality.  -I can explain ways that some of the information about anyone online could have been created, copied or shared by others. | **Photo editing**  **NCCE (6)**  <https://drive.google.com/drive/folders/1z8vf_42NAYv0QdW5E6ldcfgKV5w4voyi>  Snapseed (photo editor)  **Self-Image and Identity**  -Knowing this, I can describe the right decisions about how I interact with others and how others perceive me.  -I can give examples of how the internet and social media can be used for positive self-promotion. | **Spreadsheets**  Purple Mash Unit 4.3 (6)  *APPLICATION FOR A PURPOSE/ACROSS CURRICULUM.(Science/Maths)*  **Health, Wellbeing and lifestyle**  **-**  -I can explain how someone might recognise that they need support to manage their use of technology and who might provide that support. |
| Music | * Learn how to look after an instrument properly. * Identify features of a guitar e.g. frets, strings. * Begin to understand and read musical notation * Apply musical notation to playing simple notes on the guitar. * Explore different musical elements on a range of instruments; compare and contrast: timbre; dynamics; duration. * Compose and perform simple tunes using a few notes. | * Increase knowledge of how to play notes on the guitar using correct fret and string. * Play in time to a beat. * Play familiar melodies from memory. * Recognise and use guitar symbols * Sing new and familiar songs with accurate pitch and pronunciation   -Develop knowledge of the 34 chords using musical symbols  - Count beats in 4/4 time and recognise the number of beats for a given note | * Maintain a steady pulse when playing guitar solo and in a group. * Be able to play a rhythm alongside a beat. * Recognise symbols for minim; crotchet; semi-breve. * Improvise using repeated patterns on tuned instrument (guitar) * Create an accompaniment for a melody * Combine changes in tempo to create an effect | * Explore pitch using pentatonic scales. * Use notation to record own compositions; describe their work using musical vocabulary * Explore changes in pitch using instruments. * Create tunes with increasing complexity of rhythm and increasing speed.   -Compose music using a given theme | * Learn increasing range of chords * Use correct fingering skilfully * Play in small group/ ensemble * Describe the musical elements of a classical guitar piece e.g. describe its ‘character’ tempo and pitch; * Compare with another classical composer from similar era | * Play an instrument (guitar) and perform ensemble from memory and simple notation * Compare music composed for different purposes e.g. music that illustrates a story; folk dancing * Be able to play up to 34 chords from their musical symbols. |
| PE | **Multi – Skills**  To choose, combine and perform skills more fluently and effectively in a variety of games.  Organise themselves well in a team  Use a variety of equipment of equipment with improved control | **Gym/Dance**  To explore ideas for dance inspired by different stimuli (music genres)  Copy, watch and describe dance movements – performing them with increase musicality rhythm and co-ordination  Describe how different dance activities make them feel. | **Health Related Fitness**  Explain and evaluate cardiovascular fitness  Set targets to improve their own cardiovascular fitness showing understanding of how it can improve over time.  Explain Heart Rate and how it changes at rest, during and after exercise  Participate in various activities to improve cardiovascular fitness such as aerobic dance, fitness circuits | **Team Games – 1nvasion Games**  Develop their own invasion games based on games they know (hockey, basketball, netball, rugby, football)  Create simple rules and lead/teach games to others.  Ability to run games themselves with officiating  Describe and evaluate their own and the performance of others | **Team Games – Striking and Fielding**  Develop their own net or striking and fielding games based on games they know (netball, tennis, cricket, rounders)  Create simple rules and lead/teach games to others.  Ability to run games themselves with officiating  Describe and evaluate their own and the performance of others | **Athletics**  Consolidate all basic movements of running, jumping and throwing – linking together where appropriate  Improve performance by recognising similarities and differences to the performance of others  Describe and evaluate their own and the performance of others |
| Art | -Explore different painting techniques e.g. watercolour and acrylic.  --Explore the work of artists, craftspeople and designers from different times and cultures, making links to own work.  --Compare ideas, methods and approaches to their own and others’ work and say what they think and feel about it.  -Adapt work according to their views and describe how they might develop it further. | **Printing in style of Andy Warhol**  -Creatively use a range of artistic techniques for effect e.g. collage, mono printing, screen printing and lino cut.  -Select colours and materials to create effect, giving reasons for their choices, refine their work as they go to ensure precision  -Learn and practise a variety of techniques e.g. overlapping tessellation, mosaic and montage | -Creatively use a range of artistic techniques for effect e.g. collage, mono printing, screen printing and lino cut.  -Use a variety of techniques e.g. printing, dying, weaving and stitching to create different textural effects.  -Take a photograph showing an awareness of composition, light and shade.  -Use a simple graphics package to edit images or create effects.  -Explore the work of artists, craftspeople and designers from different times and cultures, making links to own work.  --Compare ideas, methods and approaches to their own and others’ work and say what they think and feel about it.  -Adapt work according to their views and describe how they might develop it further. | -Represent light, shade, tone, pattern and form in a range of drawings.  -Use close observational skills to draw fine details.  --Creatively use a range of artistic techniques for effect e.g. collage, mono printing, screen printing and lino cut.  -Use a variety of techniques e.g. printing, dying, weaving and stitching to create different textural effects.  -Take a photograph showing an awareness of composition, light and shade.  -Use a simple graphics package to edit images or create effects.  -Explore the work of artists, craftspeople and designers from different times and cultures, making links to own work.  -Compare ideas, methods and approaches to their own and others’ work and say what they think and feel about it.  -Adapt work according to their views and describe how they might develop it further. |  | **Roman Mosaics**  -Use a variety of techniques e.g. printing, weaving, dying to create different textural effects.  -Create texture in a piece of art work using mosaic techniques.  -Use close observational skills to draw fine details.  -Select colours and materials to create effect, giving reasons for their choices, refine their work as they go to ensure precision  -Explore the work of artists, craftspeople and designers from different times and cultures, making links to own work.  --Compare ideas, methods and approaches to their own and others’ work and say what they think and feel about it.  -Adapt work according to their views and describe how they might develop it further. |
| DT | -Generate, develop and model and communicate design ideas through discussion and annotated sketches.  -Consider how existing products are suited to their uses and how they can developed to make them more useful.  -Evaluate ideas and products against own design criteria and consider the views of others to make improvements. |  | -Measure, weigh and combine a range of ingredients to cook specific dishes.  -consider how existing products are suitable to their uses and how they could be developed to make them more useful  -develop joining techniques such a glue guns, struts and running stitches to strength stiffen and reinforce structures of increasing complexity. |  | -Conduct research from potential users of a product to inform, adapt or change the design of a product.  -Select from and use a wide range of materials and components including construction materials and textiles, beginning to consider material characteristics and appropriateness for task.  --measure, weigh and combine a range of ingredients to cook specific dishes. |  |
| RE | 1**3. What did Jesus teach?** Introduce the idea of Jesus teaching by his own example and through parables. The lost sheep, the prodigal son, the unforgiving servant. What do these stories tell us? Can people change and so deserve forgiveness?  1**4. Can we treat animals just as we like?** Do animals belong to us? Can we treat them in any way we feel like? How do you treat animals? St Francis and the wolf? What message does this story have?  **15. How can Christianity influence the lives of people?** Explore the life and work of Mother Teresa of Calcutta. How did Christianity inspire her work? Explore the life and work of Martin L King. How did Christianity inspire his work?  **15. Is there a heaven?**  Discuss and examine their own beliefs about eternal life. Dealing with loss ‘I’ll always love you’, ‘Badger’s parting gift’, ‘The water bugs and the dragon fly. Explore the Easter message that life does not continue but that we are changed and live a new, more glorious life | **19. Why do Sikhs celebrate Divali?** Intro to Sikhism. The story of Akbar and the Guru’s kitchen. The story of Guru Hargobind and the 52 Hindu princess. We are all members of the same human race with one creator. Using metaphor’s to describe God. God as a potter. Divali in Sikhism.  **23. Is there evidence of religion locally**? Explore the local community. Is there evidence of religious belief? What special buildings are there? Different branches of Christianity? Different religious traditions? Is there evidence of religion in people’s lives? | **20. Why is the Bible called Holy**? Explore different Bibles, children’s Bible, different translations. What makes it so special for Christians? Literal revelation. The Word of God. Inspired revelation – through the power of the Holy Spirit humans gain insights into the will and nature of God.  1**7. What rules should we live by?** Why do we have rules? What rule are really important? Where do rules come from? Moses and the Ten Commandments. The Golden Rule. We shall not lie? Why is it wrong to lie? | **18. Why do Muslims fast?** Revisit earlier work on Islam. To keep on the straight path Muslims support each other. What holds up the house of Islam? The five pillars. Fasting during Ramadan. Real awareness of hunger. A test against the desires of the body  **21. What makes a good prayer**? Praising (devotional) and asking (petitionary) prayer. Are there wrong things to ask for in prayer? Vindictive prayer. Selfish prayer? Christianity and the Lord’s Prayer. Islam and the Opening Prayer – the first chapter of the Qur’an. | **16. Who was Buddha?** Who was Siddattha Gotama? The Buddhist way of life and beliefs. Buddhist symbols. Read the story ‘The Buddha and the wounded Swan’.  What can we learn from the story? | **24. Does the love of money lead to evil?** Explore Jesus’ sayings about money. ‘You cannot serve two masters’. ‘The love of money is the root of all evil.’ 1 Tim 6:10. Revisit the story of Malak Bhago and Lalo. Can money corrupt? Does the love of money lead to evil? What are your |
| MfL | **Animals**  -Pronounce words accurately based on an oral model.  -Pose their own questions to others.  -Respond to short phrases and sentence instructions spoken in classroom commands.  -Read and understand written phrases.  -Follow a simple passage or story and show understanding of vocabulary and phrases within.  -Write simple words and phrases accurately. | **Numbers 1-10 (Y3) and**  **Numbers 11-20**  -Use common phrases from prior learning.  -Pronounce words accurately based on an oral model.  -Pose their own questions to others.  -Respond to short phrases and sentence instructions spoken in classroom commands.  -Listen for sounds, rhythms and rhyme in spoken words.  -Read and understand written phrases.  -Write simple words and phrases accurately. | Phonetics Lesson 1 and 2  Fruit  -Recognise a range of familiar written phrases and vocabulary  -Write simple words and some short phrases based on familiar topics  -Understand the concept of gender and which articles to use for meaning (E.g: 'the', 'a' or 'some').  -Communicate with others with improved confidence and accuracy based on an oral model.  -Introduce simple adjectival agreement (E.g: adjectival agreement when describing nationality), the negative form and possessive adjectives e.g. 'In my pencil case I have…' or 'In my pencil case I do not have...' | Presenting Myself  -Communicate with others with improved confidence and accuracy based on an oral model.  -Learn to ask and answer questions based on the language covered and incorporate a negative reply when required.  -Write simple words and some short phrases based on familiar topics  - Begin to use connectives/conjunctions and the negative form where appropriate. E.g: My name, where I live and my age.  -Write questions and answers.  -Follow a simple passage and understand most of what is read in the foreign language when it is based on familiar language. | Family  -Communicate with others with improved confidence and accuracy based on an oral model.  -Read aloud short pieces of text.  -Follow a simple passage and understand most of what is read in the foreign language when it is based on familiar language.  -Recognise a range of familiar written phrases and vocabulary.  -Write simple words and some short phrases based on familiar topics  -Understand the concept of gender and which articles to use for meaning (E.g: 'the', 'a' or 'some'). | My home  -Learn to listen to longer passages and understand more of what is heard by picking out key words and phrases covered in current and previous units.  -Write simple words and some short phrases based on familiar topics  -Learn to ask and answer questions based on the language covered and incorporate a negative reply when required.  -Follow a simple passage and understand most of what is read in the foreign language when it is based on familiar language.  - Begin to use connectives/conjunctions and the negative form where appropriate. E.g: My name, where I live and my age.  -Introduce simple adjectival agreement (E.g: adjectival agreement when describing nationality), the negative form and possessive adjectives e.g. 'In my pencil case I have…' or 'In my pencil case I do not have...' |