

Year 4 – Curriculum Overview 2022-23

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	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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 east. 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. 	<ul style="list-style-type: none"> -<i>Around the World in 80 Days</i> 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 <i>Swan Lake</i> and <i>The Nutcracker</i>. -There are various nomadic tribes across the world including the 	<ul style="list-style-type: none"> -Arthur, Merlin and the knights are fictitious characters from legends including The Sword in the Stone and The Knights of the Round Table -Texture describes how layers of sounds work together in a piece of music. -The Knights of the Round Table lived in King Arthur's castle with him and took part in his quests. -There are three states of matter; solid, liquids and gases. -The particles are arranged differently in each state of matter. In solids, they are packed tightly together and do not move. In liquids, they have less of an order and move around one another freely. In a gas, the particles move randomly. -Viscosity describes the thickness of a liquid. -Some liquids are more viscous than others. -Gases such as helium, methane and carbon dioxide are used in everyday life for things such as fizzy drinks, fuel 	<ul style="list-style-type: none"> -- 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

	<p>- Appreciate that design ideas often get better incrementally and that adaptation and evaluation is crucial.</p> <p>- Sir Tim Berners-Lee invented the World Wide Web</p>		<p>- The Vikings believed that there were many Gods and Goddesses and that Odin was the king of the realm of Gods (Asgard).</p> <p>-The Anglo-Saxons used to tell myths and legends and some of these are performed and read today.</p>	<p>Bedouin of North Africa and middle east.</p> <p>-Islamic art is often colourful and has repeating patterns of geometric shapes.</p> <p>-Muslims believe that Islam makes life beautiful, and that Islamic art is an expression of this.</p>	<p>for cooking and inflating balloons.</p> <p>-Water's melting point is 0 degrees celcius and water freezes when the temperature drops below 0.</p> <p>-When water is heated, it changes to a gas steam, and this is called evaporation. This is called condensation.</p> <p>-Forts and castles were designed and built with certain features that helped to protect them from attack and enable those living inside the walls to live comfortably.</p>	<p>testudo, wedge and the orb.</p> <p>-Before the Roman, Britain was broken up into tribes; Atrebates, Belgae, Brignates and Cantii.</p> <p>-The Romans successfully invaded Britain in AD43 under Emperor Claudius.</p> <p>- Boudicca was the leader of Iceni Tribe and fought the Romans in AD 60-61.</p> <p>- The Romans invaded Britain for lots of reasons including gaining power, popularity, valuable goods, resources and land.</p> <p>- The Romans left Britain gradually ending in AD410.</p> <p>- The Roman impact on Britain can still be felt today in aspects such as roads, towns, language, etc.</p>
Vocabulary	<p>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,</p>	<p>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</p>	<p>Anglo-Saxon, Danelaw, evidence, goddesses, gods, invade, Lindisfarne, longship, settlement, source, Scandinavia, Viking, Jorvik</p>	<p>Biome, continent, culture, climate, environment, impact, landcsape, Northern Hemisphere, Southern Hemisphere, equator, population, temperate, Tropic of Cancer, Tropic of Capricorn</p>	<p>Arthur, castle, evaporation, condensation, fort, gas, knight, liquid, Merlin, solid, states of matter, viscosity, wizard</p>	<p>Battle, Boudicca, celts, chronology, emperor, empire, invade, mosaic, roman, roman army, settle, tribe,</p>

	aerodynamic, machine, compass, industrial Revolution, invention, The Crystal Palace, The Great Exhibition.					
Maths – White Rose	Number: Place Value Number: Addition and subtraction Measurement: Area Number: Multiplication and Division A Consolidation		Number: Multiplication and Division Measurement: Length and Perimeter Number: Fractions Number: Decimals A		Number: Decimals B Measurement: Money Measurement: Time Consolidation Geometry: Shape Statistics Geometry: Position and Direction	
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	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	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	David Blane Impact of Coronavirus on Black community. Text: The Sissy Ducking Key piece of music: A Spoonful of Sugar – Mary Poppins, Love Potion No.9 - The Searchers Key works of art: The Alchemist Discovering Phosphorus – Joseph Wright of Derby	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

	Track, Jeremy Goldsmith Key works of art: South Pole Monument, Oslo. Key poem: Eureka! Joyce Sidman		Key works of art: Monument to the Discoveries, Lisbon Key poem: History of Vikings, Paul Perro	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.	Key poem: Fire Burn and Caulron Bubble - Macbeth	
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. <u>PE</u> -Work well as a team or group within defined and understood roles. -plan and refine strategies to solve problems	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. <u>PE</u> -Comprehend that one thing can represent another. -plan and refine strategies to solve problems	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,	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	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. <u>PE</u>

			<p>products that demonstrate our learning.</p> <p><u>PE</u></p> <ul style="list-style-type: none"> -Identify the relevance of and use maps, compasses and symbols. -work co-operatively with a partner 	<p><u>PE</u></p> <ul style="list-style-type: none"> -Suggest what they do well and what they can do to improve. -work co-operatively with a partner or within a group 	<p>identify the role of evaporation, condensation and precipitation in the water cycle.</p> <ul style="list-style-type: none"> -Demonstrating technical skills and knowledge in our designs using and applying our learning to build a camouflage shelter. <p><u>PE</u></p> <ul style="list-style-type: none"> -demonstrate increased speed and endurance during game play -apply a small range of tactics in a competitive game situation 	<ul style="list-style-type: none"> - Suggest what they do well and what they can do to improve. -Identify the relevance of and use maps, compasses and symbols. - plan and refine strategies to solve problems
Mindful Moments	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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. 		<ul style="list-style-type: none"> -Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes. -How to recognise and talk about their emotions, including having a varied vocabulary of words to talk about their own and others' feelings. -How to judge what they are feelings and how they are behaving is appropriate and proportionate. 	<ul style="list-style-type: none"> -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	<p>Sound</p> <ul style="list-style-type: none"> - Identify how sounds are made, associating some of them with something vibrating - Recognise that vibrations from 	<p>Light</p> <ul style="list-style-type: none"> - 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 	<p>Animals, including humans</p> <ul style="list-style-type: none"> - Describe the simple functions of the basic parts of the digestive system in humans ☐ - Identify the different types of teeth in humans 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> - Recognise that living things can be grouped in a variety of ways - Explore and use classification keys to help group, identify 	<p>- States of Matter</p> <ul style="list-style-type: none"> Compare and group materials together, according to whether they are solids, liquids or gases ☐ - Observe that some materials change state 	<p>Electricity</p> <ul style="list-style-type: none"> - Identify common appliances that run on electricity - Construct a simple series electrical circuit, identifying and naming its basic parts, including

<p>sounds travel through a medium to the ear</p> <ul style="list-style-type: none"> - 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 <p>Depth: Sound Assessment Question: Debate which animal has the best hearing- a mouse or an elephant?</p> <p>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.</p>	<ul style="list-style-type: none"> - 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 ☐ <p>Find patterns in the way that the size of shadows change</p> <p>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?</p> <p>Or Harry wants to find the best material for making sunglasses, can you help him?</p> <p>Comparative and fair testing: Lucy says you need a big object to make a big shadow to block out the light, Is she correct?</p>	<p>and their simple functions ☐</p> <ul style="list-style-type: none"> - Construct and interpret a variety of food chains, identifying producers, predators and prey <p>Experiments- Research: Hook- Sam's mum says that Sam's love of coke will ruin his teeth. Is she correct?</p> <p>What could Sam drink instead?</p> <p>Plants</p> <ul style="list-style-type: none"> - 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 ☐ <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p>Experiments-</p>	<p>and name a variety of living things in their local and wider environment</p> <ul style="list-style-type: none"> - Recognise that environments can change and that this can sometimes pose dangers to living things <p>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.</p> <p>Pattern Seeking: Hook- Anna says all larger instruments produce a lower pitched sound.</p> <p>Stella says all large instruments produce a louder sound.</p> <p>Are they correct?</p>	<p>when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius</p> <p>Experiments- Changes over time: Hook- Michael Rose Chocolate Poem What happens to some materials when they are heated or cooled?</p> <p>Changes over time: Hook- What are the effects of time, location, warm water, salt and sugar on a frozen balloon?</p>	<p>cells, wires, bulbs, switches and buzzers</p> <ul style="list-style-type: none"> - 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 <p>Experiments- Comparative and fair testing: Hook: Alison needs a bright light to read by. How can we make a bulb brighter?</p> <p>Pattern seeking: Hook- Fiona says that all metals conduct electricity. Is she correct?</p>
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			<p>Observing over time: Hook- Mr Jones says that food colouring 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.</p>			
History	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> - 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 <p>Communicate their knowledge and understanding orally and in writing</p>	<ul style="list-style-type: none"> - 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 		-	<ul style="list-style-type: none"> -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.

			Britain or the wider world.			
Geography	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> - 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. - 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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. 		<ul style="list-style-type: none"> -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	Logo Purple mash Unit 4.5 (4) Online Bullying	The Internet NCCE (6) https://drive.google.com/drive/folders/1kJRBCjgpl	Audio Edit/Podcast NCCE (6) https://drive.google.com/drive/folders/1p0Z-	Photo editing NCCE (6) https://drive.google.com/drive/folders/1z8vf_42NA	Spreadsheets Purple Mash Unit 4.3 (6) <i>APPLICATION FOR A PURPOSE/ACROSS</i>

	<p>-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.</p>	<p>-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).</p> <p>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.</p>	<p>wMPzu57V8cBAvk3nmt1a uo</p> <p>Purple Mash Unit 4.7 (3)</p> <p><i>APPLICATION FOR A PURPOSE/ACROSS CURRICULUM.</i></p> <p>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.</p>	<p>Zo_Lck09qHrXypG1FaW nOM_OxVg0</p> <p>using Spreaker Studio (for chromebook)</p> <p><i>APPLICATION FOR A PURPOSE/ACROSS CURRICULUM.</i></p> <p>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. -</p>	<p>Yv0QdW5E6ldcfgKV5w4vo yi</p> <p>Snapseed (photo editor)</p> <p>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.</p>	<p><i>CURRICULUM.(Science/ Maths)</i></p> <p>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.</p>
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			<p>commerce, sponsored results).</p> <ul style="list-style-type: none"> - 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. - 			
<p>Music (Guitars – DPA)</p>	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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.
<p>PE</p>	<p>Striking and fielding; Cricket</p> <ul style="list-style-type: none"> -develop and apply a range of skills in competitive context. -Choose and use a range of tactics in 	<p>Gymnastics Units 1 and 2</p> <ul style="list-style-type: none"> -perform in time with a partner or group -use compositional ideas in sequence 	<p>Dance Unit 1 and 2</p> <ul style="list-style-type: none"> -work to include freeze frames in routines -practice and perform a variety of different formations in dance 	<p>Net/wall games; Tennis</p> <ul style="list-style-type: none"> -explore and use different shots using both the backhand and forehand Demonstrate different net/wall skills 	<p>Invasion games; Netball</p> <ul style="list-style-type: none"> -show increased confidence and perform with more consistency a selection of ball skills such as dribbling, throwing and shooting 	<p>Athletics</p> <ul style="list-style-type: none"> -using running, jumping and throwing stations, children investigate different ways to perform these activities

	<p>isolation and game context.</p> <ul style="list-style-type: none"> -consolidate existing skills and apply with consistency. 	<ul style="list-style-type: none"> -become increasingly competent and confident to perform skills with more consistency. -develop an increased range of movements and body shapes to include in sequence -define muscle groups needed to support the core of their body -refine taking weight on small and large body parts. -independently use compositional ideas such as changes in height, speed and direction. 	<ul style="list-style-type: none"> -concentrating on one simple theme throughout and linking all activities to the communication of this to the audience. -develop a dance to perform as a group with a set starting position -developing dynamic quality and formations to communicate a character. 	<ul style="list-style-type: none"> -practise some trick shots in isolation -demonstrate different court positions in game play -serve to begin a game -identify and describe some rules of net/wall games. 	<ul style="list-style-type: none"> -develop a wide range of ball handling skills -use footwork skills in a game situation and explore basic marking -passing over longer distance -move towards the ball to receive a pass -pass and move with the ball in a team to build attacks -apply a small range of tactics in a game situation -demonstrate increased speed and endurance during game play -evaluating skills, tactic and teamwork to aid improvement 	<ul style="list-style-type: none"> -use a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws.
Art	<p>Self Portraits</p> <ul style="list-style-type: none"> -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. 	<p>Printing in style of Andy Warhol</p> <ul style="list-style-type: none"> -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 	<p>Longships and shields</p> <ul style="list-style-type: none"> -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, dyeing, 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 	<p>Cityscapes and Islamic Inspired Art</p> <ul style="list-style-type: none"> -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, dyeing, weaving and stitching to create different textural effects. -Take a photograph showing an awareness of composition, light and shade. 		<p>Roman Mosaics</p> <ul style="list-style-type: none"> -Use a variety of techniques e.g. printing, weaving, dyeing 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.

			<p>times and cultures, making links to own work.</p> <p>--Compare ideas, methods and approaches to their own and others' work and say what they think and feel about it.</p> <p>-Adapt work according to their views and describe how they might develop it further.</p>	<p>-Use a simple graphics package to edit images or create effects.</p> <p>-Explore the work of artists, craftspeople and designers from different times and cultures, making links to own work.</p> <p>-Compare ideas, methods and approaches to their own and others' work and say what they think and feel about it.</p> <p>-Adapt work according to their views and describe how they might develop it further.</p>		<p>--Compare ideas, methods and approaches to their own and others' work and say what they think and feel about it.</p> <p>-Adapt work according to their views and describe how they might develop it further.</p>
DT	<p>Paper Aeroplanes</p> <p>-Generate, develop and model and communicate design ideas through discussion and annotated sketches.</p> <p>-Consider how existing products are suited to their uses and how they can be developed to make them more useful.</p> <p>-Evaluate ideas and products against own design criteria and consider the views of others to make improvements.</p>		<p>Anglo-Saxon Breads and homemade oat cakes</p> <p>-Measure, weigh and combine a range of ingredients to cook specific dishes.</p> <p>-consider how existing products are suitable to their uses and how they could be developed to make them more useful</p> <p>-develop joining techniques such as glue guns, struts and running stitches to strengthen and reinforce structures of increasing complexity.</p>		<p>Model Fort</p> <p>-Conduct research from potential users of a product to inform, adapt or change the design of a product.</p> <p>-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.</p> <p>--measure, weigh and combine a range of ingredients to cook specific dishes.</p>	
RE	<p>19. Why do Muslims fast? Revisit earlier work on Islam. To keep on the straight path</p>	<p>20. Why do Sikhs celebrate Divali? Intro to Sikhism. The story of Akbar and the Guru's kitchen. The story of</p>	<p>21. Why is the Bible called Holy? Explore different Bibles, children's Bible, different</p>	<p>22. What makes a good prayer? Praising (devotional) and asking (petitionary) prayer. Are</p>	<p>23. Is there evidence of religion locally? Explore the local community. Is there evidence of religious</p>	<p>24. Does the love of money lead to evil? Explore Jesus' sayings about money. 'You</p>

	<p>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</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>belief? What special buildings are there? Different branches of Christianity? Different religious traditions? Is there evidence of religion in people's lives?</p>	<p>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?</p>
MfL	<p>Presenting Myself -Communicate with others with improved confidence and accuracy based on an oral model. -use common phrases from prior learning -perform short roleplays on a topic involving several verbal exchanges -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.</p>	<p>Do you have a pet? -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. - recognise a range of familiar written phrases and vocabulary -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.</p>	<p>My home -Communicate with others with improved confidence and accuracy based on an oral model. -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. - write questions and answers -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...'</p>	<p>Family -Communicate with others with improved confidence and accuracy based on an oral model. -perform short roleplays on a topic involving several verbal exchanges -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. -- Begin to use connectives/conjunctions and the negative form where appropriate. E.g: My name, where I live and my age. -Understand the concept of gender and which articles to use for meaning (E.g: 'the', 'a' or 'some').</p>	<p>Goldilocks -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. -Follow a simple passage and understand most of what is read in the foreign language when it is based on familiar language. -read aloud short pieces of text -recognise a range of familiar written phrases and vocabulary</p>	<p>The classroom -Communicate with others with improved confidence and accuracy based on an oral model. - 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, some)</p>

