Year 4: Autumn 1 *'I think, therefore I am'*

Geography

Locational knowledge:

- ***locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.***

Place knowledge

- ***understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country***

History

Ancient Greece

A study of Greek life and achievements and their influence on the western world

Can they place periods of history on a timeline showing periods of time?
Can they explain how events from the past have helped shape our lives?
Do they recognise that the lives of wealthy people were very different from those of poor people?
Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?
Challenging - Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?

- Who were the Ancient Greeks and what did we learn from them?
- How would a tourist to Greece today be reminded of the power of the Ancient Greeks?
- Would you have enjoyed being an Olympian?
- Who is your favourite Greek god and why?
- What is democracy and what part did the Greeks have in creating it?

Art & Design

- ***to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay?***
- **Can they begin to sculpt clay and other mouldable materials?** Can you make a clay pot in the style of the Ancient Greeks?

Physical Education

Swimming
swim competently, confidently and proficiently over a distance of at least 25 metres

- **use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]**
- **perform safe self-rescue in different water-based situations.**

Or

- ***use running, jumping, throwing and catching in isolation and in combination***.

•Can they run over a long distance?
•Can they spring over a short distance?
•Can they throw in different ways?
•Can they hit a target?
•Can they jump in different ways?

Dance – I moves dance - greeks

- Can they take the lead when working with a

Computing topic:

- ***use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact*.**
- ***understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration***

Can they use a search engine to find a specific website?
•Can they use note-taking skills to decide which text to copy and paste into a document?
•Can they use tabbed browsing to open two or more web pages at the same time?
•Can they open a link to a new window?
•Can they open a document (PDF) and view it?

partner or group?
- Can they use dance to communicate an idea?
- Can they work on their movements and refine them?
- Is their dance clear and fluent? – I moves dance - Greeks

- Do they understand the need for rules to keep them safe when exchanging learning and ideas online?
- Can they recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion?
- Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them?

Music

- ***listen with attention to detail and recall sounds with increasing aural memory***
- ***appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians***

Can they perform a simple part rhythmically?
•Can they sing songs from memory with accurate pitch?

French

From provider

Religious Education

Year 4: Inspirational people from long ago:
What can we learn from inspiring leaders who started religions? Moses, the Buddha, Jesus and Muhammad.
Pupils:
 respond thoughtfully to Jewish stories about Moses as the servant of God, learning from stories of the Exodus and the 10 Commandments about how Jewish ideas, festival (Pesach) and stories are connected (A2);
 respond thoughtfully to Christian beliefs about Jesus as God come down to earth, learning from stories of his life, teaching and example, connecting stories about Jesus to Christian beliefs (A2)
 consider how the meanings of a parable of Jesus are expressed in poetry, video, stained glass and drama, weighing up the effectiveness of the different media (A3)

Personal, Social and Health Education/SRE

Core Theme 1: Health and Wellbeing (H)
Core Theme 2: Relationships (R)
H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.
H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.
R7. that their actions affect themselves and others.
R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond.
H9. to differentiate between the terms, 'risk', 'danger' and 'hazard'.
H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.

English Skills:

Newspaper Reports
Greek Myths

Maths Skills:

Place Value
Addition and subtraction

Computing Skills:

Use the internet to research Greek tourism.

Trip/Visitor/Immersion Day

Weston Park Museum

Year 4: Autumn 2 *'Inside Out'*

Science

Animals, including humans

Pupils should be taught to:

- **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.**

Can they explain their findings in different ways (display, presentation, writing)?
Can they evaluate what they have found using scientific language, drawings, labelled diagrams, bar charts and tables?
Can they identify and name the basic parts of the **digestive system** in humans?
•Can they describe the simple functions of the basic parts of the digestive system in humans?
•Can they identify the simple function of different types of **teeth in humans**?
•Can they compare the teeth of **herbivores and carnivores**?
•Can they explain what a simple **food chain** shows?
•Can they construct and interpret a variety of food chains, identifying **producers, predators and prey**?

Non-statutory guidance:

Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions. Pupils might work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images.

Cooking & Nutrition

- ***understand and apply the principles of a healthy and varied diet***
- ***prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques***

- Do they know what to do to be hygienic and safe?

  (Design and create a meal for herbivore.)

Design & Technology

- ***select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities***
- ***evaluate their ideas and products against their own design criteria and consider the views of others to improve their work***

Textiles

•Do they think what the user would want when choosing textiles?

•Have they thought about how to make their product strong?

•Can they devise a template?

•Can they explain how to join things in a different way?

Making hats

Physical Education

- **swim competently, confidently and proficiently over a distance of at least 25 metres**
- **use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]**
- **perform safe self-rescue in different water-based situations.**

Or

- **use running, jumping, throwing and catching in isolation and in combination.**

•Can they run over a long distance?
•Can they spring over a short distance?
•Can they throw in different ways?
•Can they hit a target?
•Can they jump in different ways?

- **Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]**

Health and fitness

- Can they explain why warming up is important?

Can they explain why keeping fit is good for their health?

Computing topic:

- **use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs**

- Can they use repeat instructions to draw regular shapes on screen, using commands?
- Can they experiment with variables to control models?
- Can they make turns specifying the degrees?
- Can they give an on-screen robot specific directional instructions that takes them from x to y?
- Can they make accurate predictions about the outcome of a program they have written?

Music

See music express

French

From provider

Religious Education

Year 4: Inspirational people from long ago:
What can we learn from inspiring leaders who started religions? Moses, the Buddha, Jesus and Muhammad.

respond thoughtfully to Muslim teaching about Prophet Muhammad[PBUH] and the revelation of the Qur'an, learning from selected stories of his life (hadith), and making connections between Muslim teaching and Muslim practice (e.g. in the 5 Pillars) (A2);

respond thoughtfully to stories about the birth, search and enlightenment of the Buddha (A2)

use their thinking about stories of Moses, the Buddha, Jesus or Muhammad to **explore** how Jews, Christians and Muslims today celebrate key events from their history (e.g. in Passover, Lent or Ramadan) (B3)

discuss and present thoughtfully their own and others' views about the ways in which leaders in religions inspire their followers, connecting to human rights (C1)

Personal, Social and Health Education/SRE

Core Theme 2: Relationships (R)
Core Theme 3: Living in the Wider World – Economic wellbeing and being a responsible citizen (L)

R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.

R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view.

L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.

L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.

L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices.

English Skills:

Instructions – recipes
Play Scripts
Poems on a similar theme (Christmas)

Maths Skills:

Weighing and measuring in cooking
Multiplication and division
Area

Computing Skills:

Using the computer to type up a recipe in neat for class recipe book.

Trip/Visitor/Immersion Day

Chestnut Centre

Year 4: Spring 1 *'Phone Me!"*

Science

Sound

Pupils should be taught to:

- 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.

Non-statutory guidance:

Pupils should explore and identify the way sound is made through vibration in a range of different musical instruments from around the world; and find out how the pitch and volume of sounds can be changed in a variety of ways.

Pupils might work scientifically by: finding patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses. They might make earmuffs from a variety of different materials to investigate which provides the best insulation against sound. They could make and play their own instruments by using what they have found out about pitch and volume.

History

A study of an aspect or theme in British History beyond 1066

A significant turning point in British History: the invention and development of the telephone.

- Can they research two versions of an event and say how they differ?
- Can they give more than one reason to support an historical argument?

Art & Design

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

- Narnia fantasy lands and animals (collage and drawing)

Physical Education

Swimming

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Or Dance:

- *perform dances using a range of movement patterns* – I moves Broadway.
- Can they take the lead when working with a partner or group?
- Can they use dance to communicate an idea?
- Can they work on their movements and refine them?
- Is their dance clear and fluent?

Ball Games skills

Use running, jumping, throwing and catching in

Computing topic:

Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.

- Understanding how the internet provides services such as the world wide web
- Understand computer networks
- Appreciate how results are selected by search engines.

isolation and in combination to play Mat Ball •Can they run over a long distance? •Can they spring over a short distance? •Can they throw in different ways? •Can they hit a target? •Can they jump in different ways?	
<u>Music</u> ***Music Express***	<u>French</u> From provider
<u>Religious Education</u> ***Year 4: Symbols and religious expression:*** ***How do people express their religious and spiritual ideas on pilgrimages? Muslims and Christians*** Pupils: **find out about** some interesting examples of religious pilgrimages, gathering knowledge and developing understanding (A1) **consider why** people go on pilgrimages. They use a range of exciting stimuli to find out about pilgrimages, and make some connections between Hajj for Muslims and pilgrimage to Lourdes, Iona or the 'Holy Land' for Christians, describing the motives people have for making spiritual journeys. They might imagine planning a pilgrimage in detail to show they can connect spiritual ideas with religious practice (A1);	<u>Personal, Social and Health Education/SRE</u> **Core Theme 1: Health and Wellbeing (H)** **Core Theme 3: Living in the Wider World – Economic wellbeing and being a responsible citizen (L)** **H11.** to recognise how their increasing independence brings increased responsibility to keep themselves and others safe. **H13.** how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. **L7.** that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities. **H14.** to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.

<u>English Skills:</u>	<u>Maths Skills:</u>	<u>Computing Skills:</u>

<u>Trip/Visitor/Immersion Day</u>

Mr Tumnus' Tea Party

Year 4: Spring 2 *'Light Bulb Moments'*

Science

Electricity

Pupils should be taught to:

- 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.

Non-statutory guidance:

Pupils should construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices. Pupils should draw the circuit as a pictorial representation, not necessarily using conventional circuit symbols at this stage; these will be introduced in year 6.

Note: *Pupils might use the terms current and voltage, but these should not be introduced or defined formally at this stage. Pupils should be taught about precautions for working safely with electricity.*

Pupils might work scientifically by: observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit.

History

A study of an aspect or theme in British History beyond 1066

Leisure and entertainment in the 20th Century

- Can they plot recent history on a timeline using centuries?
- Can they use their mathematical skills to round up time differences into centuries and decades?

Cooking & Nutrition

- ***Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.***
- Do they know what to do to be hygienic and safe?
- Have they thought about how they can present their product in an interesting way?

Design & Technology

Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

Woodwork – creating a lamppost that lights up.

Stiff and flexible sheet materials

- Can they measure carefully so as to make sure they have not made mistakes?
- How have they attempted to make their product strong?
- Can they tell if their finished product is going to be good quality?
- Are they conscience of the need to produce something that will be liked by others?
- Can they show a good level of expertise when using a range of tools and equipment?

Do they work at their product even though their original idea might not have worked?

Physical Education

Swimming

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Or Dance:

Computing topic:

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

- Can they capture images using webcams, screen capture, scanning, visualizer and internet?
- Can they choose images and download into a

- *perform dances using a range of movement patterns* – I moves Broadway.
- Can they take the lead when working with a partner or group?
- Can they use dance to communicate an idea?
- Can they work on their movements and refine them?
- Is their dance clear and fluent?

Ball Games skills
Use running, jumping, kicking, saving, passing in isolation and in combination to play football

- Can they run over a long distance?
- Can they spring over a short distance?
- Can they kick/dibble/pass in different ways?
- Can they hit a target?
- Can they tackle/defend in different ways?

file?

- Can they download images from the camera into files on the computer?
- Can they copy graphics from a range of sources and paste into a desktop publishing program?

Music

Music Express Scheme

French

From provider

Religious Education

Inspirational people from long ago:
What can we learn from inspiring leaders who started religions?
Moses, the Buddha, Jesus and Muhammad.

Respond thoughtfully to Jewish stories about Moses as the servant of God, learning from stories of the Exodus and the 10 Commandments about how Jewish ideas, festival (Pesach) and stories are connected (A2);

respond thoughtfully to Christian beliefs about Jesus as God come down to earth, learning from stories of his life, teaching and example, connecting stories about Jesus to Christian beliefs (A2)

consider how the meanings of a parable of Jesus are expressed in poetry, video, stained glass and drama, weighing up the effectiveness of the different media (A3)

Personal, Social and Health Education/SRE

Core Theme 2: Relationships (R)
Core Theme 3: Living in the Wider World – Economic wellbeing and being a responsible citizen (L)
R15. to recognise and manage 'dares'.
L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.
L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.
R16. to recognise and challenge stereotypes.

English Skills:

Maths Skills:

Computing Skills:

Trip/Visitor/Immersion Day

Year 4: Summer 1 *'There's no place like home'*

Science

Living things and their habitats

Pupils should be taught to:

- 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.

Non-statutory guidance:

Pupils should use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat. They should identify how the habitat changes throughout the year. Pupils should explore possible ways of grouping a wide selection of living things that include animals and flowering plants and non-flowering plants. Pupils could begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects.

Note: *Plants can be grouped into categories such as flowering plants (including grasses) and non-flowering plants, such as ferns and mosses.*

Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.

Pupils might work scientifically by: using and making simple guides or keys to explore and identify local plants and animals; making a guide to local living things; raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched.

Geography

Geographical Enquiry

Human and physical geography

describe and understand key aspects of:

- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Art & Design

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas

Sewing.

select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

-

Physical Education

- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- perform dances using a range of movement patterns.

Computing topic:

- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

Music

From Provider

French

From provider

Religious Education

Inspirational people from long ago:
What can we learn from inspiring leaders who started religions?
Moses, the Buddha, Jesus and Muhammad.

respond thoughtfully to Muslim teaching about Prophet Muhammad[PBUH] and the revelation of the Qur'an, learning from selected stories of his life (hadith), and making connections between Muslim teaching and Muslim practice (e.g. in the 5 Pillars) (A2);

- **respond thoughtfully** to stories about the birth, search and enlightenment of the Buddha (A2)
- use their thinking about stories of Moses, the Buddha, Jesus or Muhammad to **explore** how Jews, Christians and Muslims today celebrate key events from their history (e.g. in Passover, Lent or Ramadan) (B3)
- **discuss and present thoughtfully** their own and others' views about the ways in which leaders in religions inspire their followers, connecting to human rights (C1)

Personal, Social and Health Education/SRE

Core Theme 1: Health and Wellbeing (H)
Core Theme 3: Living in the Wider World – Economic wellbeing and being a responsible citizen (L)

H16. what is meant by the term 'habit' and why habits can be hard to change.
H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health
and safety; that some are restricted and some are illegal to own, use and give to others.
L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.
L12. to consider the lives of people living in other places, and people with different values and customs
H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.

English Skills:

Maths Skills:

Computing Skills:

Trip/Visitor/Immersion Day

Ilam residential (or day trip)

Year 4: Summer 2 *'In a State'*

Science

States of matter

Pupils should be taught to:

- ***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 (°C)***
- ***identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.***
- Can they compare and group materials together, according to whether they are solids, liquids or gases?
- Can they explain what happens to materials when they are heated or cooled?
- Can they measure or research the temperature at which different materials change state in degrees Celsius?
- Can they use measurements to explain changes to the state of water?
- Can they identify the part that evaporation and condensation has in the water cycle?
- Can they associate the rate of evaporation with temperature?

Challenging

- Can they group and classify a variety of materials according to the impact of temperature on them?
- Can they explain what happens over time to materials such as puddles on the playground or washing hanging on a line?
- Can they relate temperature to change of state of materials?

Geography

Physical geography:

- ***describe and understand key aspects of rivers and the water cycle***

Geographical skills and fieldwork:

- ***use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied***
- ***use the eight points of a compass, four-figure grid references, symbols and key***

Non-statutory guidance:

Pupils should explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container). Pupils should observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled.

Note: *Teachers should avoid using materials where heating is associated with chemical change, for example, through baking or burning.*

Pupils might work scientifically by: grouping and classifying a variety of different materials; exploring the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a party). They could research the temperature at which materials change state, for example, when iron melts or when oxygen condenses into a liquid. They might observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line, and investigate the effect of temperature on washing drying or snowmen melting.

(including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • Can they use appropriate symbols to represent different physical features on a map? • Can they find the same place on a globe and in an atlas? • Can they label the same features on an aerial photograph as on a map? • Can they plan a journey to a place in England? • Can they find different views about an environmental issue? What is their view?	
<u>Cooking & Nutrition</u> • ***understand and apply the principles of a healthy and varied diet*** • ***prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques*** • Do they know what to do to be hygienic and safe? • Have they thought what they can do to present their product in an interesting way? *Baking – blueberry muffins*	<u>Design & Technology</u> • ***use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups*** • ***generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design*** • ***select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately*** • ***select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities*** • ***Evaluate*** • ***investigate and analyse a range of existing products*** • ***evaluate their ideas and products against their own design criteria and consider the views of others to improve their work*** • ***understand how key events and individuals in design and technology have helped shape the world*** • ***Technical knowledge*** • ***apply their understanding of how to strengthen, stiffen and reinforce more complex structures*** Can they produce a plan and explain it to others? Can they suggest some improvements and say what was good and not so good about their original design? Can they begin to explain how they can improve their original design? Can they evaluate their product, thinking of both appearance and the way it works? Mouldable materials Can they use a range of advanced techniques to shape and mould? Do they use finishing techniques, showing an awareness of audience?
<u>Physical Education</u> ***Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.*** • Can they catch with one hand? • Can they throw and catch accurately? • Can they hit a ball accurately and with control? • Can they keep possession of the ball? • Can they move to find a space when they are not in possession during a game? • Can they vary tactics and adapt skills according to what is happening?	<u>Computing topic:</u> S***elect, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.*** • Can they input data into a prepared database? • Can they sort and search a database to answer simple questions? • Do they recognise what a spread sheet is? • Can they use the terms 'cells', 'rows' and 'columns'? • Can they enter data, highlight it and make bar charts?

Music

- Which pieces of music are associated with water?
- Can you compose some music which makes people think of water?

French

From provider

Religious Education

Year 4: Symbols and religious expression:
How do people express their religious and spiritual ideas on pilgrimages? Muslims and Christians

Pupils:

- **find out about** some interesting examples of religious pilgrimages, gathering knowledge and developing understanding (A1)
- **consider why** people go on pilgrimages. They use a range of exciting stimuli to find out about pilgrimages, and make some connections between Hajj for Muslims and pilgrimage to Lourdes, Iona or the 'Holy Land' for Christians, describing the motives people have for making spiritual journeys. They might imagine planning a pilgrimage in detail to show they can connect spiritual ideas with religious practice (A1);

Personal, Social and Health Education/SRE

Core Theme 1: Health and Wellbeing (H)
Core Theme 2: Relationships (R)

H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.).
H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request.
R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).
R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.

English Skills:

Maths Skills:

Computing Skills:

Trip/Visitor/Immersion Day

River study: Porter Valley