

Y4	Aut 1	Aut 2	Spr 1 + Spr 2	Sum 1	Sum 2
Science		<p><b>States of Matter</b> Compare and group materials together, according to whether they are solids, liquids or gases Explain what happens to materials when they are heated or cooled.</p> <p>Measure or research the temperature at which different materials change state in degrees Celsius.</p> <p>Use measurements to explain changes to the state of water Identify the part that evaporation and condensation has in the water cycle.</p> <p>Associate the rate of evaporation with temperature.</p> <p>Group and classify a variety of materials according to the impact of temperature on them.</p> <p>Explain what happens over time to materials such as puddles on the playground or washing hanging on a line.</p> <p>Relate temperature to change of state of materials.</p>	<p><b>Living Things and their Habitats</b> 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.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p><b>Electricity</b> Construct simple circuits and understand how different appliances use electricity. Understand how switches and bulbs work.</p> <p>Identify conductors and insulators.</p> <p><b>Sound</b> Understand that sounds are made through vibrations. Find patterns in pitch, volume and vibrations.</p> <p>Recognise that sound gets fainter the further away it is.</p>	<p><b>Animals including Humans</b> Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p>

Computing	Learn about computer networks including the internet; how they can provide multiple services e.g. world wide web; and the opportunities they offer for communication and collaboration.	Use simple logical reasoning to explain how some simple algorithms work and to detect and correct errors in a program they have written.	Introduction to programming language.  Use SCRATCH to tell stories and create games	Understand computer networks including the internet.	Communicate using text and images  Use a range of tools to create digital art.
D+T	Select from and use a wider range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing - accurately.		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.		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.
Geography	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.  Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country.		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.		Describe and understand key aspects of rivers and the water cycle  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
History	A study of Greek life and achievements and their influence on the western world.		A study of an aspect or theme in British History beyond 1066. Leisure and entertainment in the 20 <sup>th</sup> Century.	A study of a significant turning point in British History: the invention and development of steel.  To use academic terminology including 'evidence'	

	<p>Names and places dates of significant events from past on a timeline</p> <p>Know and understand abstract historical concepts such as 'democracy', 'empire'</p> <p>Understand the difference between primary and secondary sources of evidence.</p> <p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Choose sources of evidence from a selection provided to help answer questions.</p> <p>Understand links and effects between known events Use language connected to the measurement of time e.g. centuries</p> <p>Use language related to historical terms and concepts such as democracy, monarchy.</p> <p>Use language connected to historical roles within the topic, E.g.: 'Centurion'</p>		<p>Gives reasons why there may be different accounts of history.</p>	<p>Use common words and phrases related to the passage of time e.g. adverbial phrases like last week</p> <p>Know a range of significant dates, individuals and places.</p> <p>Uses words and phrases: century, decade, BC/BCE, AD/CE, after, before, during.</p> <p>Divide recent history into present, using 21st century, and the past using 19th and 20th centuries.</p>	
Art	Children should learn about great artists, architects and designers, and understand the historical and cultural development of their art forms				
		Show an	Improve their mastery of art and design techniques,		Create sketch books to record their observations and

	<p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials e.g. pencil charcoal, paint, clay.</p> <p>Research own ideas for drawings</p> <p>Use the hands and tools to sculpt and shape form, to create more detailed work in 3D.</p> <p>Show an understanding of shape, space and form in 3 dimensions both in their own work and the work of artists.</p> <p>Use a variety of materials to Produce structures.</p> <p>Make informed choices about the 3D technique chosen.</p>	<p>understanding of shape, space and Form.</p> <p>Talk about their work, showing an understanding of the process of Construction.</p> <p>Explore problem-solving activities with 3D materials to use materials inventively and produce ingenious solutions (build the highest...the longest/strongest/Widest).</p> <p>Use textiles to extend work.</p>	<p>including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay.</p> <p>Children explore and create drawings in a variety of scales.</p> <p>Children can accurately represent perspective and scale in their independent drawings (using skills taught in Y3)</p> <p>Make and match colours with increasing accuracy (including mixing tertiary colours).</p> <p>Make drawings from memory and imagination. Variety of tools – pencils, rubbers, crayons, pastels, charcoal, pen and ink</p>		<p>use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay.</p> <p>Create sketchbooks to record observations and use them to review/revisit ideas.</p> <p>Make informed choices about appropriate mark making techniques for effect (cross hatching etc.).</p> <p>Make independent choices about composition when drawing including scale, perspective and texture.</p> <p>Make independent choices about materials to use (pen, ink etc.).</p> <p>Explore and plan how to create different effects and textures to produce compositions of different scales and styles (e.g. abstract, figurative).</p> <p>Use specific language to describe colour, tint, tone, shade and hue in relation own work and work of others.</p>
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					<p>Show increasing independence and creativity during the painting process</p> <p>Research, create and refine prints using a variety of techniques to further examine texture, pattern, shape and colour.</p> <p>Broadly select and explore types of material to achieve desired effect in print.</p> <p>Explore and research techniques of resist printing, marbling, silkscreen and coldwater paste.</p> <p>Use partner talk to talk about and evaluate own prints and the prints of others using the appropriate language.</p> <p>Explore printing techniques using quick-print, relief, mono and resist to explore materials and the visual elements of texture, pattern, shape, line and colour.</p> <p>Choose the printing method appropriate to the task. Build-up layers of colours and textures.</p> <p>Organise and develop work in terms of pattern repetition, symmetry or random printing styles. Choose inks and overlay colours.</p>
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					<p>Discuss work &amp; processes using art vocabulary. Use the process of printing to explore the visual elements of texture, line, pattern, shape and colour; creating &amp; adapting designs independently.</p> <p>Describe and discuss effective techniques used to produce a variety of printing styles.</p> <p>Be confident printing on a variety of surfaces. Alter and modify work.</p> <p>Explore layering prints for impact and effect.</p> <p>Use understanding of visual elements to discuss starting points and develop ideas within work.</p>
RE	<p>Describe the lives of inspirational and spiritual leaders.</p> <p>Explore the lives of key religious leaders, describe the challenges they faced and commitments by which they have lived.</p>	<p>Respond thoughtfully to Christian beliefs about Jesus.</p> <p>Respond thoughtfully to Jewish stories about Moses.</p> <p>Consider how the meanings of a parable of Jesus are expressed.</p>	<p>Inspirational people from long ago: Inspiring leaders who started religions (Moses, the Buddha, Jesus and Muhammad).</p>	<p>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.</p> <p>Respond thoughtfully to stories about the birth, search and enlightenment of the Buddha.</p> <p>Use their thinking about stories of Moses, the Buddha,</p>	<p>Explore symbols and religious expression.</p> <p>Explore how people express their religious and spiritual ideas on pilgrimages.</p> <p>Focus on religious art following our Mosque trip.</p>

				<p>Jesus or Muhammad to explore how Jews, Christians and Muslims today celebrate key events from their history? (E.g. in Passover, Lent or Ramadan).</p> <p>Discuss and present thoughtfully their own and others' views about the ways in which leaders in religions inspire their followers, connecting to human rights.</p>	
PHSE	<p>To understand that their actions affect themselves and others. 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. To judge what kind of physical contact is acceptable or unacceptable and how to respond. To recognise and challenge stereotypes</p> <p>To understand how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media). To understand 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.).</p>	<p>To understand 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. To understand 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'. 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. 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. To understand that these universal rights are there to protect everyone and have</p>	<p>To recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>To understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p> <p>To understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p> <p>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.</p> <p>To recognise and manage 'dares'.</p> <p>To resolve differences by looking at alternatives, seeing and respecting others' points of</p>	<p>To understand what is meant by the term 'habit' and why habits can be hard to change.</p> <p>To understand which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safeties; that some are restricted and some are illegal to own, use and give to others.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>To consider the lives of people living in other places, and people with different values and customs</p> <p>To understand strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p>	<p>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</p> <p>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.</p> <p>To understand 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. To understand how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media). 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</p>

		primacy both over national law and family and community practices.	view, making decisions and explaining choices To understand the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer To differentiate between the terms, 'risk', 'danger' and 'hazard'.		Rights to privacy. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.
Music	<p>Dimensions</p> <p>Pitch: recognise and respond to higher and lower sounds and general shapes of a melody. Begin to recognise steps, leaps and repeated notes.</p> <ul style="list-style-type: none"> <li>• Duration: distinguish between a pulse and rhythm. Understand that rhythmic patterns fit to the beat. Begin to understand 4 metre rhythm pattern and syncopated rhythms.</li> <li>• Dynamics: understand getting louder and quieter in finer graduations.</li> <li>• Tempo: understand getting faster and slower in finer graduations</li> <li>• Timbre: identify a range of instruments by name and how they are played and discuss the quality of 'voice' of both instrumental and vocal pieces.</li> <li>• Texture: recognise different combinations of layers in music.</li> <li>• Structure: develop an understanding of repetition (ostinato) and contrast (verse/chorus) structures and repeat signs.</li> </ul>				
	Listen with attention to detail and recall sounds Begin to understand the history of music. Describe and give opinions of the music heard with some use of musical vocabulary Identify some of the structural and expressive aspects of the music heard	Plan and perform in solo and ensemble contexts, using their voices and instruments with developing competency. Sing rounds (canons) and partner songs, maintaining own part with some support.  Sing songs with a simple ostinato part.  Sing with a developing understanding of expression and dynamics.	improvise and compose music for a range of purposes using the inter-related dimensions of music savoury dishes using a r  Share ways to improve the composition of others Create a soundscape using tuned and untuned percussion. Compose four bars of music using 3 notes with an understanding of note value and time signature.  Perform simple rhythmic and melodic patterns on variety of percussion instruments.	Improvise and compose music for a range of purposes using the inter-related dimensions of music Use and understand staff and other musical notations Represent sounds on a graphic score with symbols for a group performance. Staff notation: recognise notes on the stave and note values e.g. quaver, crotchet and minim Take part in improvisation sessions with confidence.  Read and play 3 notes on an instrument (e.g. recorders) with care and a degree of accuracy.	Improvise and compose music for a range of purposes using the inter-related dimensions of music Use and understand staff and other musical notations Recognise the family groups within the orchestra and the importance of the conductor Discuss the emotional impact of a piece .
French	Revision of colours Parts of the body Translating French questions	The verb 'to be' Adjectives to describe people Christmas vocabulary	Members of the family Use story vocabulary in French	Dictionary skills Hobbies Opinion phrases	Numbers 12-31 Write about things they like Leisure activities

	Zoo animals The verb 'to be'		Pets' vocabulary Easter vocabulary		Weather
Cooking		Understand and apply the principles of a healthy and varied diet.  Prepare and cook a variety of predominantly savory dishes using a range of cooking techniques.	Understand and apply the principles of a healthy and varied diet.  Prepare and cook a variety of predominantly savory dishes using a range of cooking techniques.  Learn about what to do to be hygienic and safe		Prepare and cook a variety of meals  Learn about what to do to be hygienic and safe  Think about how to present their product in an interesting way.
PE	Real PE Learning focus- Personal Coordination Static balance	Real PE Learning focus-social Dynamic balance to agility Static balance	Spring 1 Real PE Learning focus- cognitive Dynamic balance on a line Coordination Spring 2 Real PE Learning focus- creative Coordination Counter balance	Real PE Learning focus- physical Agility Static balance	Real PE Learning focus-health and fitness Agility Static balance