



Year 4 Curriculum

From tiny seeds beautiful minds blossom and grow...



Welcome to our Year 4 Curriculum

In this document you will find information about science and the foundation subjects that we teach in year four. English and Maths information can be found in a separate document.

As a school, we base our learning on a broad and balanced curriculum and strive to deliver a wide and varied learning experience building upon knowledge, understanding and developing skills. We are fully committed to developing each child's unique potential within a secure and caring environment. The breadth of our curriculum comes from the wide range of topics covered within subject schemes of work whilst depth is sought by considering 'big enduring ideas' across these subjects (Meyer and Land, 2003). Our ambition is for our students to study the best of what has been thought and said by many generations of academics and scholars.

We use a range of sources to meet the needs of the curriculum and provide an exciting and enlightening learning experience for our children, using opportunities in our local area.

We believe that our children should not only reach their best academically, but also develop a thirst for knowledge, foster a love of learning and leave our school with independent learning skills.

The children of East Herrington Primary Academy are happy learners who work hard to reach the challenges set by their teachers. Excellent teaching and learning give children opportunities to be successful in a creative, safe, calm environment where classrooms and other learning spaces promote creativity and high aspirations. This fulfils our mission statement "From tiny seeds beautiful minds blossom and grow"



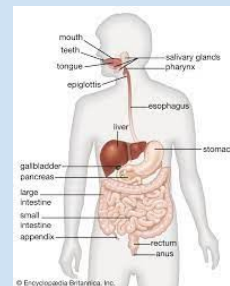
Science: Electricity

Learning Objectives	Vocabulary	Skills	Enquiry Type
How do we use electricity in our homes?	Electricity, energy, source, renewable/non-renewable, circuit, component, battery/cell, bulb, buzzer, motor, series, connector/wire, switch, conductor, insulator,	To use science words correctly.	<u>Identifying, Classifying and Grouping</u> Which materials are conductors/ insulators?
Can you make a working series circuit?		To use science words correctly.	
Can you make a working series circuit?		To use science words correctly.	
How does a switch work?		To use a science model to describe.	
What are electrical conductors and insulators?		To use science to explain.	
Investigation lesson.		Investigation lesson	



Science: Animals Including Humans

Learning Objectives	Vocabulary	Skills	Enquiry Type
Are there different types of teeth?	Teeth, incisor, canine, molar, pre-molar, acid, bacteria, plaque, enamel, digestion, mouth, gullet (oesophagus), stomach, small intestine, large intestine, anus (liver / pancreas), food chain, producer, consumer, predator, prey, carnivores, herbivores, omnivores.	Are there different types of teeth?	<u>Research using secondary sources</u> How do dentists fix broken teeth?
How should you care for your teeth?		To use science to explain.	
How should you care for your teeth?		To use science to explain.	
What is digestion?		To use science words and models to describe.	
What are the parts of the digestive system?		To use science words and models to describe.	
What is a food chain?		To use science words and models to describe.	



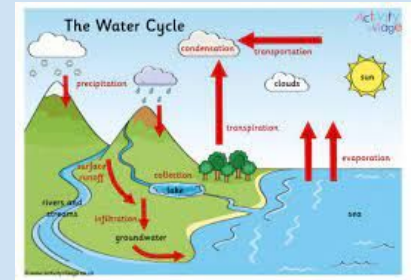
Science: States of Matter

Learning Objectives	Vocabulary	Skills	Enquiry Type
What are solids, liquids and gases?	State, solid, liquid, gas, characteristic, property, particle, heat, energy, (bond/attraction), heating, cooling, melting, freezing, evaporating, condensing, water cycle	To sort and classify.	<u>Pattern Seeking</u> How does the temperature of the environment affect the temperature of water?
What are solids, liquids and gases made of?		To use a science model to describe.	
What are solids, liquids and gases made of?		To use a science model to describe	
What are solids, liquids and gases made of?		To use a science model to describe	
What happens when a substance is heated or cooled?		To design a fair test.	
What happens when a substance is heated or cooled?		To write a scientific prediction.	

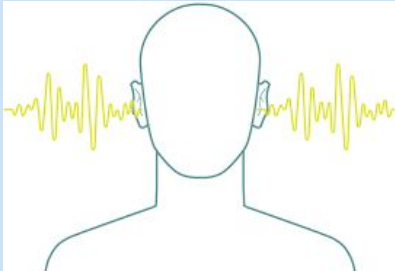


Science: States of Matter and The Water Cycle

Learning Objectives	Vocabulary	Skills	Enquiry Type
What changes can we observe in materials?	State, solid, liquid, gas, characteristic, property, particle, heat, energy, (bond/attraction), heating, cooling, melting, freezing, evaporating, condensing, water cycle	To collect data from an investigation.	<u>Pattern Seeking</u> How does the temperature of the environment affect the temperature of water? (Data Loggers)
What changes can we observe in materials?		To make conclusions from data.	
What could we investigate?		To design my own investigation.	
Children's own investigations.		To work safely to carry out an investigation.	
What happens in the water cycle?		To use science words and models to describe.	
What happens in the water cycle?		To use science words and models to describe.	

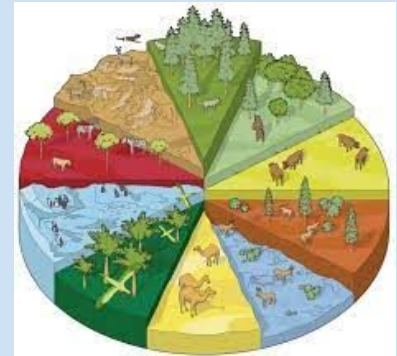


Science: Sound

Learning Objectives	Vocabulary	Skills	Enquiry Type
What is sound?	Sound, vibration, volume, pitch, high/low, quiet/loud, tension	To use a science model to describe.	<u>Comparative and Fair Test</u> How does the distance from the source affect the volume of sound? 
What is sound?		To use a science model to describe.	
How does sound travel to our ears?		To plan a fair test.	
How does sound travel to our ears?		To carry out a fair test.	
How can we change the volume of sound?		To present data using a time graph.	
How can we change the pitch of sound?		To use a science model to explain.	

Science: Living Things and their Habitats

Learning Objectives	Vocabulary	Skills	Enquiry Type
Can you group living things in different ways?	Environment, habitat, micro-habitat, key, classification (genus, species), (binomial name), animal, vertebrate, fish, amphibian, reptile, bird, mammal, invertebrate, snails, slugs, spiders, woodlice, insects, worms, plants, trees, flowering plants (grasses, etc), non-flowering plants (conifers, ferns, mosses)	Create appropriate groups for sorting.	<u>Observation over time</u> How do the living things in the school grounds change over the year?
Can you use a classification key?		Use spider keys with fine differences.	
What living things can we find in... habitat?		Construct bar charts.	
What living things can we find in... habitat?		Construct bar charts.	
Recognise habitats can change.		Present data as charts and graphs.	
Recognise habitats can change.		Present data as charts and graphs.	



Geography: Counties



Learning Objectives	Vocabulary	Fieldwork Skills
L.O. to revisit learning on the four countries of the UK and their capital cities and consider human geography in terms of area, life expectancy and population	County (including names), area, life expectancy, population, region, rivers (including names), town, city	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
<i>L.O. to be able to identify and locate the counties of the United Kingdom, their geographical regions and rivers.</i>		Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world
<i>L.O. to be able to identify and locate the counties of the United Kingdom, their geographical regions and rivers.</i>		Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
L.O. to be able to locate and identify towns and cities in the UK (and locate them in terms of their counties)		
L.O. to be able to locate and identify towns and cities in the UK (and locate them in terms of their counties)		

Geography: The Arctic Circle



Learning Objectives	Vocabulary	Fieldwork Skills
L.O. To name the countries found within the Arctic Circle. • To explain why different seasons exist and what impact this has. L.O. to understand climate within the Arctic circle with reference to the position and significance of latitude, longitude, Equator, Northern hemisphere L.O. To illustrate how images can be used to convey meanings about people and places. • To compare and contrast people's views of the Arctic. L.O. To recognise and make connections between different places around the world. • To explain how people adapt to living in difficult places with reference to human and physical features. L.O. To recall different types of wildlife found in the Arctic. • To explain what impact seasonal change can have on a place and its wildlife. L.O. To explain why we should care about our environment. • To discover that the choices we make individually can make a difference.	Antarctica, Arctic, freezing, glacier, iceberg, ice floe, ice shelf, North Pole, pancake ice, South Pole, temperature latitude, longitude	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 (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Geography: Rivers



Learning Objectives	Vocabulary	Fieldwork Skills
L.O. to use maps, globes and atlases to locate key rivers of the UK. Use the eight points of the compass, symbols and key to build knowledge of rivers within the UK	Channel, dam, deposition, deposit, discharge, erosion, mouth, source, tidal bore, tributaries, valley	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
L.O. to use maps, globes and atlases to locate key rivers of the world		Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world
L.O. to be able to identify and explain the key features of a river system.		Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
L.O. to use field work to observe, measure and record and present the physical features in the local area using a range of methods		
L.O. To describe how rivers are used (Past and Present) River Wear (Human geography)		
L.O. to describe the impact of damming rivers		

History: The Roman Empire (1)



Learning Objectives	Vocabulary	Skills
Who were the Romans? Identify Romans in historical chronology. Compare location and dates to previous historical periods studied.	Use some “historical period” terms, ‘in comparison’ and previous years vocabulary.	Plot events, people and changes on a timeline using centuries. Use mathematical knowledge to work out how long ago events happened. Begin to recognise and quantify the different periods that exist between different groups that invaded Britain.
To explain the spread of the Roman empire and recall key facts about the invasion of Britain. (The Roman Empire and its impact on Britain)		Demonstrate knowledge and understanding of some of the main events, people and changes from the period studied. Identify the impact this has had on Britain. Begin to give a few reasons for and the results of the main events and changes in the period studied.
To use research skills to find out about Julius Caesar (Julius Caesar's attempted invasion in 55-54BC)		Identify and begin to describe historically significant people and events in situations. Identify different ways the past is represented.
To use research skills to find out what a Roman Soldier wore and why. (The Roman Empire by AD42 and the power of its army)		Look at evidence that is available and begin to evaluate the usefulness of different sources. Begin to combine evidence from different sources. Ask a variety of questions about a period of time. Use documents, printed sources, databases, the internet, photographs, buildings, museums, visits etc to collect information about the past.
To establish a chronological understanding of the Roman Invasion of Britain. (Successful invasions by Claudius and conquest.)		Plot events, people and changes on a timeline using centuries.
To describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall. (Can link with numeracy)		Identify and begin to describe historically significant people and events in situations.

History: The Roman Empire (2)



Learning Objectives	Vocabulary	Skills
To understand how the Roman empire affected different people and how they felt and reacted to the changes that were being made. (Boudicca's rebellion)	Use some "historical period" terms, 'in comparison' and previous years vocabulary.	Identify and begin to describe historically significant people and events in situations.
To understand why the Romans built new roads in Britain, know where some of the main roads ran from and to and know how the roads were made. (Impact of technology, culture and beliefs)		Demonstrate knowledge and understanding of some of the main events, people and changes from the period studied. Identify the impact this has had on Britain. Begin to give a few reasons for and the results of the main events and changes in the period studied.
To explain what the Roman baths were and know about the different amenities they contained. (Impact of technology, culture and beliefs)		Demonstrate knowledge and understanding of some of the main events, people and changes from the period studied. Identify the impact this has had on Britain. Begin to give a few reasons for and the results of the main events and changes in the period studied.
To explore Roman mosaics and create a mosaic. (Impact of technology, culture and beliefs - Roman Mosaics)		Identify different ways the past is represented. Look at evidence that is available and begin to evaluate the usefulness of different sources. Begin to combine evidence from different sources.
To understand what the religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped.		Ask a variety of questions about a period of time. Use documents, printed sources, databases, the internet, photographs, buildings, museums, visits etc to collect information about the past.
Case Study Emperor Septimius Severus - Rome's African emperor		Identify and begin to describe historically significant people and events in situations.

History: Anglo Saxons



Learning Objectives	Vocabulary	Skills
To describe why, where and when the Scots and Anglo-Saxons invaded Britain	Use some “historical period” terms, ‘in comparison’ and previous years vocabulary.	 Demonstrate knowledge and understanding of some of the main events, people and changes from the period studied. Identify the impact this has had on Britain.
To use sources of evidence to find out about the Picts and Scots.		Begin to give a few reasons for and the results of the main events and changes in the period studied. Identify different ways the past is represented. Look at evidence that is available and begin to evaluate the usefulness of different sources. Begin to combine evidence from different sources. Ask a variety of questions about a period of time. Use documents, printed sources, databases, the internet, photographs, buildings, museums, visits etc to collect information about the past.
To describe a typical Anglo-Saxon village and explain what jobs the people did.		
To analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture.		
To explain the religious beliefs and practices of the early Anglo-Saxon people and I know and can describe some of the gods they worshipped.		
To explain the work of some of the people who were influential in converting the Anglo-Saxons to Christianity and I know about some of the important Christian buildings that they founded. (Links to the local area)		

Computing:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Online safety (Project Evolve)
NCCE Curriculum focus area	Computing systems and networks	Programming	Creating media	Data and information	Programming	Creating media	• Self image and identity • Online relationships • Online reputation • Online bullying • Managing online information • Health, well-being and lifestyle • Privacy and security • Copyright and ownership
NCCE Computing Unit	The Internet Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.	Repetition in shapes Using a text-based programming language to explore count-controlled loops when drawing shapes.	Audio production Capturing and editing audio to produce a podcast, ensuring that copyright is considered.	Data logging Recognising how and why data is collected over time, before using data loggers to carry out an investigation.	Repetition in games Using a block-based programming language to explore count-controlled and infinite loops when creating a game.	Photo editing Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.	
Software / hardware required	Online services	Turtle Academy https://turtleacademy.com/plavground or FMSLogo	bandlab	Data loggers, or apps on tablets; Google Science Journal app download	Scratch	www.paint.net	

PHSRE:

Autumn	<u>Belonging to a community/citizenship</u> I understand the meaning and benefits of living in a community. I recognise that I belong to different communities as well as the school community. I know about the different groups that make up and contribute to a community. I know about the individuals and groups that help the local community, including through volunteering and work. I know how to show compassion towards others in need and the shared responsibility of caring for them.	<u>Safe Relationships</u> To differentiate between playful teasing, hurtful behaviour and bullying <i>(including online)</i> I know how to respond if I witness or experience hurtful behaviour or bullying <i>(including online)</i> I can recognise the difference between playful dares and dares which put someone under pressure, at risk or feel uncomfortable and I know how to respond to pressure regarding such dares. I understand when it is right to keep or break a confidence or share a secret. <i>I know how to recognise risks online e.g. harmful content/contact.</i> <i>I understand how people may behave differently online including pretending to be someone they are not.</i> I know how to report concerns and see help if I am uncomfortable about someone's behaviour <i>(including online)</i>	<u>Respecting Ourselves and Others</u> I can recognise differences between people such as gender, race and faith I can recognise what I have in common with others e.g. shared values, likes, dislikes, aspirations I understand about the importance of respecting the differences and similarities between people I can choose my vocabulary to sensitively discuss and include everyone	<u>SUMO</u> Change Your T Shirt Fruity Thinking
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PHSRE:

Spring

Families and Friendships

I understand the features of positive healthy friendships such as mutual respect, trust and sharing interests.

I have strategies for building positive friendships
I know how to seek support with relationships if they feel lonely or excluded.

I know how to communicate with friends on digital devices respectfully

I understand that knowing someone online is different to knowing someone face-to-face and that there are risks in communicating with someone they don't know.

I know what to do or who to tell if I am worried about any contact online.



Media literacy and Digital Resilience

I understand that everything shared online has a digital footprint.

I know that organisations can use personal information to encourage people to buy things.

I recognise what online adverts look like.

I can compare content shared for factual purposes and for advertising.

I understand why people might choose to buy or not to buy something online e.g. from seeing an advert.

I understand that search results are ordered based on the popularity of the website and that this can affect what information people access.



Money and Work

I know how people make different spending decisions based on their budget, values and needs.

I know how to keep track of money and why it is important to know how much is being spent.

I know about the different ways to pay for things such as cash, cards, e-payments and the reasons for using them.

I know that how people spend money can have a positive or negative effect on others e.g. charities, single use plastic.



SUMO

Hippo Time is OK

Remember the Beachball

PHSRE:

Summer	<u>Physical Health and Mental Health</u> I can identify a wide range of factors that maintain a balanced, healthy lifestyle physically and mentally I understand what good physical health means and how to recognise early signs of physical illness. I know that common illnesses can be quickly and easily treated with care e.g. visiting the doctor when necessary. <i>I know how to maintain oral hygiene and dental health, including how to brush and floss correctly.</i> <i>I understand the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health.</i>	<u>Growing and Changing</u> I know about personal identity and what contributes to it e.g. race, sex, gender, family, faith, culture, hobbies, likes/dislikes. I understand how to recognise, respect and express my individuality and personal qualities. I know ways in which I can boost my mood and improve my emotional wellbeing. I understand the link between participating in interests, hobbies and community groups and mental wellbeing.	<u>Keeping Safe</u> I understand the importance of taking medicines correctly and using household products safely. I recognise what is meant by a 'drug' and that there are drugs that are common to everyday life e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines and that these can affect health and wellbeing. I can identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects. I can identify some of the risks associated with drugs common to everyday life. I know that for some people using drugs can become a habit which is difficult to break. I know how to ask for help or advice. 	<u>SUMO</u> Learn Latin Ditch Doris Day
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Foreign Language: Language Angels



Autumn 1	Phonetics 1-2 (C)/ Fruits (E)	Phonetics Lesson 1 Les Fruits 1	Phonetics Lesson 2 Les Fruits 2	Les Fruits 3	Les Fruits 4	Les Fruits 5	Revision Listening Exercise
Autumn 2	Vegetables (E)	Revision Listening Exercise	Revision Listening Exercise	Revision Listening Exercise	Revision Listening Exercise	Revision Listening Exercise	Revision Listening Exercise
Spring 1	Ancient Britain (E)	Ancient Britain 1	Ancient Britain 2	Ancient Britain 3	Ancient Britain 4	Ancient Britain 5	Revision Listening Exercise
Spring 2	Presenting myself (I)	Je Me Presente Lesson 1 (Numbers/Ca va?)	Je Me Presente Lesson 2 Numbers/J e m'appelle)	Je Me Presente Lesson 3 (Name and Age)	Je Me Presente Lesson 4 (Ou habites-tu?)	Je Me Presente Lesson 5 (Nationality - Je suis...)	Revision
Summer 1	Classroom (I)	Le Salle de Classe 1	Le Salle de Classe 2	Le Salle de Classe 3	Key Language Listening	Le Salle de Classe 4	Revision
Summer 2	My House (I)	Chez moi (Lesson 1)	Chez moi (Lesson 2)	Chez moi (Lesson 3)	Chez moi (Lesson 4)	Chez moi (Lesson 5)	Revision

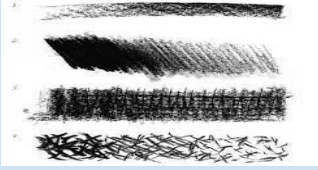
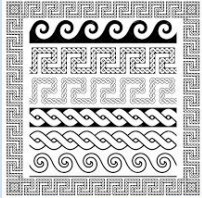
Art: Art and Design

Learning about Artists: Curators	Produce creative work, exploring their ideas and recording their experiences. • Evaluate and analyse creative works using the language of art, craft and design. • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art form.	After learning about the role of a 'curator', children curate an exhibition of their own based on a collection of modern day items that an Anglo Saxon Visitor from the past MUST know about. % things I can't live without...	 5 Things I can't live without
Craft: Soap Sculptures	Improve their mastery of art and design techniques, including drawing, painting and sculpture.	Referring to the works of Barbara Hepworth, children use a variety of tools to carve a piece of soap into a sculpture (e.g. Anglo Saxon brooch).	
Design: Willow Pattern	To improve their mastery of Art and design techniques, including drawing, painting and sculpture [for example, pencil, charcoal, paint, clay]. • About great artists, architects and designers in history.	Children design their own willow pattern style plate based on Beowulf, first drawing three key characters, then going over the details with ink, before finally using a wash in lighter tones of blue.	
Design: Optical Illusions	To improve their mastery of Art and design techniques, including drawing, painting and sculpture [for example, pencil, charcoal, paint, clay].	Inspired by the 'lenticular prints' of Luz Perez Ojeda, children carefully cut two images into strips and by alternating them side by side, in sequential order, and then folding, they create an optical illusion piece of art (Alfred the Great)	
Drawing: Still Life	To create sketchbooks to record their observations and use them to review and revisit ideas. • To improve their mastery of Art and design techniques, including drawing, painting and sculpture [for example, pencil, charcoal, paint, clay].	Children look at the still life artworks of Giorgio Morandi and then arrange a collection of objects in an interesting way to sketch, drawing the outlines of the objects before adding in light, medium and dark tones to their work.	
Painting: Paul Cezanne	To develop a wide range of Art and design techniques in using colour, pattern, texture, line, shape, form and space.	Learning about how Cézanne influenced the shift to modern art, children work in his style, mixing colours using short, angular strokes and painting in various directions (Still life of modern V Anglo Saxon Artefacts).	

Every Picture Tells a Story

My Parents	Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Children analyse David Hockney's, 'My Parents', describing the piece, including the formal elements (shape, form, tone, texture, pattern, colour) to someone who can't see the painting before acting out the scene within it.	
The Dance	Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Unpicking and analysing Paula Rego's 'The Dance' and discussing the formal elements of the piece, children learn to justify their opinion by referencing specific aspects of the painting.	
Table for Ladies	Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	To help understand the story behind this Edward Hopper painting, children create a role-play to view the work from another perspective	
Children's Games	Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Pupils explore Brueghel's painting, 'Children's Games' before re-creating it as a photo collage, but with a modern twist.	
Fiona Rae	Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Developing their understanding of abstract art, children discuss the story behind Fiona Rae's work and create their own piece to represent the same themes.	

Art: Formal Elements

Texture: Charcoal Mark Making	To create sketchbooks to record their observations and use them to review and revisit ideas. • To improve their mastery of Art and design techniques, including drawing, painting and sculpture [for example, pencil, charcoal, paint, clay].	After experimenting with the different marks that charcoal can make, children are challenged to represent the meaning of a given list of words and phrases, in an abstract way	
Texture and Pattern: Playdough printing	To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design	Children imprint Roman inspired texture and pattern into a piece of playdough using a selection of clay tools and everyday objects, then create prints from their blocks by applying ink to the surface and placing a piece of paper on top	
Pattern 1: Stamp Printing	To improve their mastery of Art and design techniques, including drawing, painting and sculpture [for example, pencil, charcoal, paint, clay]. • To improve their mastery of Art and design techniques, including drawing, painting and sculpture [for example, pencil, charcoal, paint, clay]	Drawing around geometric shapes onto polystyrene foam and securing to a cork or lego brick, children make a stamp to create repeating patterns, varying configurations and their use of colour.	
Pattern 2: Reflection and Symmetry	To create sketchbooks to record their observations and use them to review and revisit ideas. • To improve their mastery of Art and design techniques, including drawing, painting and sculpture [for example, pencil, charcoal, paint, clay].	Children draw an image and then select a small section to trace into one square of a quadrant, they continue flipping and tracing into the next square of the quadrant until the 'flip pattern' is complete.	
Pattern 3: Flower of Life	To create sketchbooks to record their observations and use them to review and revisit ideas. • To improve their mastery of Art and design techniques, including drawing, painting and sculpture [for example, pencil, charcoal, paint, clay].	Using a compass and following precise instructions, children make an image of overlapping and interconnected circles to recreate the sacred geometric symbol, 'the flower of life' (Link to Roman Mosaics)	

Art: Sculpture

Making Drums from Recycling	Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • Improve their mastery of art and design techniques. • Become aware of the work of well known artists.	In this lesson, pupils recycle metal tins, turning them into drums and use wax resist techniques to decorate them in original ways.	
Arcimboldo	Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • Improve their mastery of art and design techniques. • Learn about great artists, architects and designers in history	Inspired by the work of Archimboldo and using the idea of turning other objects into something new, pupils create a fruity face collage.	
Sokari Douglas Camp	Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • Create sketch books to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques. • Learn about great artists, architects and designers in history.	Exploring the work of this talented sculptor, pupils use themselves as an active part of their own sculptures.	

Design Technology:

2D Shape to 3D product,

Simple Circuits and switches, Healthy and Varied Diet



Design	Make	Evaluate	Technical Knowledge	Cooking and Nutrition
Investigate a range of products to the one to be made to give starting point for a design Observe, draw and sketch products from a range of angles to understand how products are made. Plan a sequence of actions to make a product with labelled diagrams. Plan a product which is realistic and appropriate for the aim. Apply what they know about mechanisms to create movement when planning and designing.	Choose tools and equipment which are appropriate for the task, including their own ingredients when cooking or baking Understand how to make structures stronger by giving them diagonal struts Use scoring and folding for precision Join fabrics and explore fastenings Combine a number of components together in different ways Understand the importance for a pattern when using textiles Use glue guns (with close supervision) Work in a safe, hygienic way	Evaluate their product recognising what has gone well Suggest which elements they could improve in the future Discuss how well the product meets the design criteria and how well it meets the needs of the user Evaluate food by taste, flavour, texture etc.	Apply their understanding of how to strengthen, stiffen and reinforce more complex models and structures created Understand and use mechanisms like pulleys in their products to create movement Apply their understanding of computing to program, monitor and control products.	Develop sensory vocabulary/knowledge using smell, taste, texture and feel Understand and apply the principles of a healthy and varied diet Measure and weigh ingredients appropriately Analyse the taste, texture, smell and appearance of food Begin to select own ingredients when cooking or baking (aim to make predominately savoury food) Use seasonal food where possible; develop understanding of seasonality and how ingredients are grown Work safely and hygienically

Music:

Autumn Term



Singing	Playing	Composing/improvising	Listening	Musical Elements
Continue to sing a broad range of unison songs with the range of an octave pitching the voice accurately with attention to dynamics. Sing words/phrases of a song in their heads (thinking voice) Be aware of correct posture whilst singing and where to breathe to support correct phrasing. Make improvements to singing - rehearse together to achieve objectives Sing with expression and dynamics. Contribute to a class performance	To be able to hold the recorder correctly and make a sound learning B, A and G. and play these accurately. Keep in time with a steady pulse when playing instruments Play and perform melodies from staff notation. To recognise notes on the stave and note values of quaver, crotchet and minim and introduce a crotchet rest.	To copy short melodic phrases including those using the pentatonic scale. Improvise on a limited range of pitches on the instrument they are now learning with increased confidence. Improvise - devise melodic phrases - using pentatonic scales Capture and record creative ideas using any of: - o graphic symbols - o rhythm notation and time signatures - o staff notation - o technology. Use ICT/electronic devices, (microphones and recording equipment) to change and manipulate sounds	Describe, compare and evaluate and understand different kinds of music using an appropriate musical vocabulary including Pop music and ballet music. Identify some of the structural and expressive aspects of the music heard giving their own opinions using musical elements vocabulary and understand the intended effect.. Explore and explain their own ideas and feelings about music	Duration: distinguish between a pulse and rhythm.. Begin to understand 4 metre rhythm patterns and syncopated rhythms. Use crotchets, paired quavers and minims and rests - read five notes on the stave - do - me - vocab : stave, clef. Dynamics: understand getting louder and quieter in finer graduations. Getting louder - crescendo, getting quieter - decrescendo. Tempo: understand getting faster and slower in finer graduations Timbre: identify a range of instruments by name and how they are played. Discuss the quality of 'voice' of both instrumental and vocal pieces. Texture: recognise different combinations of layers in music melody, accompaniment. Structure: develop an understanding of repetition (ostinato) (verse/chorus) structures To understand ternary form.

Listening Repertoire

Abba - 1970's Pop music : Mamma Mia, Dancing Queen, The Winner Takes it All, Supertrooper, Thank you for the Music and Waterloo.
 The Nutcracker - Sugar Plum Fairy, The Waltz of the Flowers and Trepak - Russian dance - Tchaikovsky
 Assembly Music



Music:

Spring Term



Singing

Continue to sing a broad range of unison songs with the range of an octave (do-do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo), singing in tune and with expression.

Sing rhythmically straightforward parts (i.e. minims, crotchets, quavers in simple common meter)

Sing using a limited range of notes (i.e. middle C to D octave above)

Sing words/phrases of a song in their heads (thinking voice)

Playing

Read and play 5 notes on an instrument (eg recorders) with care and a degree of accuracy and from notation

Perform a repeated pattern to a steady pulse

Play new pieces by ear and from simple notations

Maintain own part with awareness of how the different parts fit together to achieve an overall effect

Introduce and understand the differences between minims, crotchets, paired quavers and rests.

Read and perform pitch notation within a defined range

Composing

Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).

Begin to take part in improvisation sessions with confidence.

Create repeated patterns and combine several layers of sound with awareness of the combined effect

Recognise and explore the ways sounds can be combined and used expressively

Combine sounds to create textures

Listening

Explore and explain their own ideas and feelings about music using expressive language and musical vocabulary

Develop an understanding of a wide range of live and recorded music from different styles, genres and traditions from a variety of composers and musicians

Explain how sounds can create different intended effects

Recognise how the different musical elements are combined and used expressively

Recognise the family groups within the orchestra and the importance of the conductor.

Musical Elements

Pitch: recognise higher and lower sounds and general shapes of a melody. Begin to recognise steps, leaps and repeated notes. Pentatonic scale, major and minor tonality, pitch range do - do.

Duration: distinguish between a pulse and rhythm. Understand that rhythmic patterns fit to the beat. Begin to understand 4 metre rhythm patterns and syncopated rhythms. Use crotchets, paired quavers and minims and rests - read five notes on the stave - do - me - vocab : stave, clef.

Dynamics: understand getting louder and quieter in finer graduations. Getting louder - crescendo, getting quieter - decrescendo legato - smooth and staccato - detached.

Tempo: understand getting faster and slower in finer graduations - getting faster / accelerando and getting slower - rallentando. Bar and Metre.

Timbre: identify a range of instruments by name and how they are played. Discuss the quality of 'voice' of both instrumental and vocal pieces.

Texture: recognise different combinations of layers in music Duet, melody, accompaniment. Static and moving.

Structure: develop an understanding of repetition (ostinato) and echo. (verse/chorus) structures and repeat signs. Rounds and partner songs, repetition, contrast.

Listening Repertoire

Hans Zimmer - Earth/ Pirates of the Caribbean /Gladiator etc

Mendelssohn - Fingal's Cave

Smetana - Vltava

Elgar - Violin concerto/ variations





Music:

Summer Term



Singing

Playing

Composing

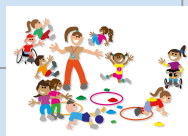
Listening

Musical Elements

Listening Repertoire

PE:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal Skills I can persevere through a task and improve my performance through regular practise I cope well and react positively when things become difficult. I have begun to challenge myself. I know where I am with my learning. I try several times if at first I don't succeed. I ask for help when appropriate.	Social Skills I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task. I am happy to show and tell others about my ideas. I show patience and support others listening carefully to them about our work. I can help, praise and encourage others in their learning.	Cognitive Skills I can identify specific parts of a performance to work on. I can understand criteria to judge performance. I can use my awareness of space and others to make good decisions. I can explain what I am doing well and I have begun to identify areas for improvement. I can begin to order instructions, movements and skills. I can explain why someone is working or performing well. With help, I can recognise similarities and differences in performance.	Creative Skills I can link actions and develop sequences or movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or more challenging. I can recognise similarities and differences in movements and expression. I can make up my own rules and versions of activities. I can respond differently to a variety of tasks. I can select and link movements together to fit a theme. I can begin to compare my movements and skills with those of others.	Physical Skills I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow. I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. I can perform a sequence of movements with some changes in level, direction or speed. I can perform a range of skills with some control and consistency.	Health and Fitness I can describe the basic fitness components. I can explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working. I can explain why we need to warm-up and cool down. I can describe how and why my body changes during and after exercise. I use equipment appropriately and move and land safely. I can say how my body feels before, during and after exercise.
Coordination Footwork Static balance One leg	Dynamic balance to Agility Jumping and Landing Static balance Seated	Dynamic balance On a Line Coordination Ball Skills	Coordination Sending and Receiving Counter Balance With a partner	Agility Reaction/Response Static balance Floor Work	Agility Ball Chasing Static Balance Stance



Autumn 1

What is the “Trinity” and why is it important to Christians?

Make sense of belief:

- Recognise what a ‘Gospel’ is and give an example of the kinds of stories it contains
- Offer suggestions about what texts about baptism and Trinity mean
- Give examples of what these texts mean to some Christians today

Understand the impact:

- Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live

Make connections:

- Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.



Autumn 2

What do Hindus believe God is like?

Make sense of belief:

- Identify some Hindu deities and say how they help Hindus describe God
- Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God
- Offer informed suggestions about what Hindu murtis express about God

Understand the impact:

- Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali)
- Identify some different ways in which Hindus worship

Make connections:

- Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today
- Make links between the Hindu idea of everyone having a ‘spark’ of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.



Spring 1

What does it mean to be Hindu in Britain today?

Make sense of belief:

- Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean
- Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)

Understand the impact:

- Describe how Hindus show their faith within their families in Britain today (e.g. home puja)
- Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)
- Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)

Make connections:

- Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.



Spring 2

Why do Christians call the day Jesus died "Good Friday"?

Make sense of belief:

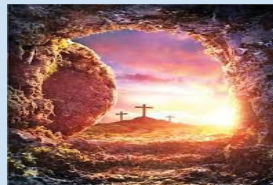
- Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live
- Offer informed suggestions about what the events of Holy Week mean to Christians
- Give examples of what Christians say about the importance of the events of Holy Week

Understand the impact:

- Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities
- Describe how Christians show their beliefs about Jesus in worship in different ways

Make connections:

- Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.



Summer 1

For Christians, when Jesus left, what was the impact of Pentecost?**Make sense of belief:**

- Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth
- Offer informed suggestions about what the events of Pentecost in Acts 2 might mean
- Give examples of what Pentecost means to some Christians now

Understand the impact:

- Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now
- Describe how Christians show their beliefs about the Holy Spirit in worship

Make connections:

- Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.



Summer 2

How and why do people mark the significant events of life?**Make sense of belief:**

- Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean
- Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today

Understand the impact:

- Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean
- Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)
- Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)

Make connections:

- Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones
- Make links between ideas of love, commitment and promises in religious and non-religious ceremonies
- Give good reasons why they think ceremonies of commitment are or are not valuable today.