



Eastbury Primary School Wider Curriculum Overview Map for Year 4: September 2022/23

Year: 4	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 6 weeks
Topic theme title	Term 1: : Anglo-Saxons and Scots		Term 2: Vikings		Term 3: UK parliament	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Trips and cultural capital experiences</b> Entry point Exit point (need to check)	Entry point: Visit to the Manor House to look at Deciduous trees and leaf variations.	Exit point: Visit to National History Museum visit to engage the children in Anglo-Saxon history.	Entry Visit: Visit to Mayesbrook Park and Valance house to look at historical buildings as part of our local area knowledge.	Exit point: Visit to historical buildings within the local area to provide a visual for children's work in art and DT.	Entry point: Visit to kidzania to link with PSHE, social skills, building independence and resilience.	Exit point: To design a business plan to sell sugar cane juice. Create an information leaflet on how sugar cane juice is processed and exported.
<b>Diversity &amp; Global Learning opportunities</b>	RE- learning about Christians and the celebration of Christmas  History- Black history month learning about the lives of significant black individuals from the around the world and the culture that makes them who they are e.g. Catherine Johnson.	Geography- learning about the 7 continents and discussion of how lives may be different for those around the world due to climate  PSHE- children's rights day. Learning about life for those whose rights may not be respected and what we can do to help.	RE- learning about Christians and the celebration of Easter  English- Reading stories from other cultures and reflecting on the life in other countries	PSHE- Peace day learning what life is like for those who are suffering from war	RE- learning about Judaism and the celebration of Bat Mitzvah/Bar Mitzvah and Passover.	Geography- Learning about climate and weather around the world how this effect the individuals that live there

<b>British values and Votes for Schools (check weekly)</b>	Rule of law: Why do we have a school council?  Votes for schools	Democracy: How do we decide who is in charge? Why is it important to work together?  Votes for schools	Mutual respect and tolerance: Why do we learn about other cultures? How does this change the way we behave towards people who are different from us?  Votes for schools	Individual liberty: Why is it important for us to be able to make our own choices?  Votes for schools	Rule of law Why does our school have rules? How are these rules decided?  Votes for schools	Mutual respect and tolerance:  Votes for schools
<b>Weekly celebration assembly focus: Eastbury values</b>	Respect	Enthusiasm	Teamwork	Resilience	Aim High	Creativity
<b>ENGLISH Y4</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>English (Lit and Lang scheme)</b>  <b>(See also Overview chart in the handbook)</b>	<b>Unit 1:</b>  Fiction: Lost or stolen? By Narinder Dhani  <b>Genre:</b> A dilemma story  <b>Fiction text:</b> Explore the theme of relationships, suspicion and trust. Children to use story 'rollercoaster' to plan and write a new chapter for lost or stolen.  <hr/> <b>Genre:</b> information text  <b>Non-fiction text:</b> gadget magic	<b>Unit 2:</b>  Fiction: 'The Balloons' by Oscar Wilde 'My Sari' by Debjani Chatterjee 'At the end of a school day' by Wes Magee  <b>Genre:</b> Poetry  <b>Fiction text:</b> Unit explores 3 poems with the theme moments to remember. The emphasis is enjoying the poet's use of language to create images and emotions. Children are encouraged to experiment with language and form to	<b>Unit 3:</b>  Fiction: The Bogey Men and the Trolls Next Door by Kaye Umansky  <b>Genre:</b> A story in narrative verse  <b>Fiction text:</b> Children will read a story told in rhyming narrative verse. They use drama and discussion to look at some of the serious issues behind the humour in the story. Parts of the story are then picked out to form the basis of the children's own writing.	<b>Unit 4:</b> The fly and the Fool by Lou Kuenzler  <b>Genre:</b> Play script  <b>Fiction text:</b> Children will explore a playscript set in Vietnam. They look at the differences between how the characters see themselves and how others see them. The children then write an ending for a new play script based on the traditional tale of Rumpelstiltskin.  <hr/>	<b>Unit 5:</b> Runaways! By Jim Eldridge  <b>Genre:</b> A story with a historical setting  <b>Fiction text:</b> Unit focuses on a story set in Victorian times. Children explore the setting and use it to immerse themselves in the story. The setting and period then provide inspiration for their own writing  <hr/> <b>Genre:</b> Newspaper	<b>Unit 6:</b> Sugarcane juice by Pratima Mitchell  <b>Genre:</b> A story from another culture  <b>Fiction text:</b> Explores a story from another culture, set in Pakistan. Children look closely at the vivid descriptions and actions so that they can borrow language, ideas and structure such as dialogue to use in their own writing. They then write an additional episode of the story using the ideas and

	Greatest gadget of them all? Children look at information text [presented in a variety of styles, in a magazine feature format, they create and present their own information text. Then they plan a presentation to pitch a new gadget to potential investors.	create their own poem in free verse.  <b>Genre:</b> Journalistic recounts  <b>Non- fiction text:</b> Children explore recounts and journalist's texts. They learn about the main features of recounts through reading and analysing some journalistic reports. They then write their own newspaper report.	<b>Genre:</b> Explanation Text <b>Non- fiction text:</b> 'Stellar Stage School' 'How the voice works' children explore the language and organisational features of an explanation texts through examples of visual, verbal and written explanations. They create their own explanation in a variety of forms culminating in the delivery of an explanatory lesson on how to get the pop star look.	<b>Genre:</b> Evaluating evidence  <b>Non- fiction text:</b> 'Junior detective!' children read an explanation about how the police use different sorts of evidence to prove who has committed a crime. Next they look at several pieces of evidence and evaluate them, choosing two to present to a 'court'.	<b>Non- fiction text:</b> 'London Herald' Children broaden their knowledge of Victorian times by exploring journalistic texts that are typical of the period. They will learn about the features of newspaper articles and entries. Then they write their own entry for a class newspaper set during the Victorian era.	techniques that they have explored.  <b>Genre:</b> Persuasive writing  <b>Non- fiction text:</b> 'VIPER!' a critic's review 'VIPER!' a Film Trailer Children develop their understanding of persuasive techniques used in advertising so that they can create their own marketing campaign with a clear message. They analyse a film trailer and a poster and design their own versions for a new film.
<b>Main grammar focus (Lit and Lang)</b>	Inverted commas Revise use of some punctuations from Year 3	Paragraphs	Adverbials including fronted adverbials	Plurals, possession and apostrophes	Standard English	Nouns and pronouns
<b>MATHS Y4</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Mathematics topics (Inspire scheme)</b>	<b>Whole numbers: unit 1 and 2</b> <ul style="list-style-type: none"> <li>Numbers to 100 000</li> <li>Comparing numbers within 100 000</li> <li>Rounding numbers to the nearest ten</li> </ul>	<b>Whole Numbers unit 3</b> <ul style="list-style-type: none"> <li>Estimation</li> <li>Factors</li> <li>Multiples</li> <li>Multiplication by a 1-digit number</li> <li>Multiplication by a 2-digit number</li> <li>Division by a 1-digit number</li> </ul>	<b>Decimals: unit 9</b> <ul style="list-style-type: none"> <li>Fractions and decimals</li> <li>Understanding tenths</li> <li>Understanding hundredths</li> <li>Understanding thousandths</li> </ul>	<b>Tables and graph unit 4:</b> <ul style="list-style-type: none"> <li>Presenting and interpreting data in a table</li> </ul> <b>Angles: Unit 6</b> <ul style="list-style-type: none"> <li>Drawing angles to 180°</li> </ul>	<b>Area and perimeter: unit 12</b> <ul style="list-style-type: none"> <li><b>Rectangles and squares</b></li> <li><b>Composite shapes</b></li> <li><b>Solving word problems</b></li> </ul> <b>Time: unit 11</b>	<b>Geometry and symmetry: unit 8 and unit 13</b> <ul style="list-style-type: none"> <li>Properties Squares and rectangles and triangles</li> <li>Lines of symmetry in 2D shapes</li> </ul>

	<ul style="list-style-type: none"> <li>Rounding numbers to the nearest hundred</li> </ul>	<ul style="list-style-type: none"> <li>Word problems</li> </ul> <b>Fractions: unit 5</b> <ul style="list-style-type: none"> <li>Mixed numbers</li> <li>Improper fractions</li> <li>Conversion of fractions</li> <li>Adding and subtracting fractions</li> <li>Fractions of a set</li> <li>Word problems</li> </ul>	<ul style="list-style-type: none"> <li>Comparing decimals</li> <li>Rounding decimals</li> <li>Addition</li> <li>Subtraction</li> <li>Word problems</li> <li>Multiplication</li> <li>Division</li> <li>Estimation of decimals</li> <li>Word problems</li> </ul>	<ul style="list-style-type: none"> <li>Understanding angles</li> <li>Turns and right angles</li> <li>8-point compass</li> <li>acute and obtuse angles</li> </ul> <b>Perpendicular and parallel lines Unit 7</b> <ul style="list-style-type: none"> <li>Drawing perpendicular lines</li> <li>Drawing parallel lines</li> <li>Horizontal and vertical lines</li> </ul>	<ul style="list-style-type: none"> <li>24-hour clock, 12 hour</li> <li>digital and analogue</li> <li>Seconds</li> </ul>	<p>with different orientation</p> <b>Tessellation: unit 14</b> <ul style="list-style-type: none"> <li>Identifying tessellations</li> <li>More tessellations</li> </ul>
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SCIENCE Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Science (Collins Snap Science scheme)</b>	Sc4/2.1 <b>NC title: All Living Things</b> <b>Collins title: Human Impact</b> <b>Key knowledge:</b> Sc4/2.1c To learn about some of the positive and negative ways that humans change the environment, locally and globally, with a particular focus on how this affects other living things.	Sc4/2.2 <b>NC title: Animals including humans</b> <b>Collins title: Where does all that food go?</b> <b>Key knowledge:</b> To know the main body parts associated with the digestive system; the mouth, tongue, teeth, oesophagus, stomach, intestines, rectum and anus.	Sc4/3.1 <b>NC title: States of Matter</b> <b>Collins title: In a state</b> <b>Key knowledge:</b> To learn the characteristic properties of solids, liquids and gases, first through physically exploring typical materials and then by classifying examples, such as powders and very	Sc4/3.1 <b>NC title: States of Matter</b> <b>Collins title: In a state (Continued from Spring 1):</b> <b>Key knowledge:</b> Explore the expansion of liquids and gases when they are heated, using this to make a simple thermometer and explain how it works.	Sc4/4.1 <b>NC title: Sound</b> <b>Collins title: Good vibrations</b> Develop vocabulary for describing sounds and identify different sound sources. Sc4/4.1b/c Learn that sounds are made by something vibrating and that these vibrations travel through a medium to the ear so that we hear them.	Sc4/4.2 <b>NC title: Electricity</b> <b>Collins title: Switched on</b> <b>Key knowledge:</b> Sc4/4.2a Identify electrical appliances, distinguishing between those which are powered by mains and battery (including those with integral rechargeable batteries) and recognising that

	<p>To understand that actions can have both positive and negative consequences, that situations are not black and white, and that decisions involve compromises.</p> <p>To consider how industry, housing and thoughtless behaviour can damage local habitats and also how humans can increase biodiversity by developing environments such as country parks and nature reserves.</p> <p><b>Key skills:</b></p> <p>Sc4/2.1a/b explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>To make survey data manageable and present their findings by constructing and labelling pictograms and bar charts.</p> <p>Present information as oral and written reports, posters and food chains.</p> <p>Weigh and present evidence, recognise statements that do and do not support an argument, and participate in a debate.</p>	<p>Sc4/2.2a Know the role of the digestive system is to break down the food we eat so that the nutrients, energy and other requirements we derive from it can be used in the rest of the body.</p> <p>Sc4/2.2b Learn about how food can be broken down through mechanical and chemical processes. Learn in more detail about the roles of the different types of teeth in breaking food down, and how to care for their teeth.</p> <p>They will also learn about milk teeth and permanent teeth. There are also opportunities for children to investigate questions around toothpastes. This module also explores what animals eat and how this information can be used to build food chains. There are opportunities to explore how the teeth of animals are adapted to the type of food that they eat.</p> <p><b>Key skills:</b></p> <p>Sc4/2.2c Ask and answer questions about teeth, digestion and food chains (identifying producers, predators and prey) by carrying out research using secondary sources.</p>	<p>viscous liquids, which are harder to classify.</p> <p>To learn about changes of state and begin to understand freezing and boiling points as identifying characteristics of a material.</p> <p>To learn the names of some common gases.</p> <p><b>Key skills:</b></p> <p>Sc4/3.1a compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Sc4/3.1b 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)</p> <p>Make careful observations and explain what they show.</p> <p>Observe and measure changes over time, first-hand and using secondary sources.</p> <p>Classify materials and record their sorting using Venn diagrams.</p>	<p>Learn about the water cycle, modelling it in different ways and further developing their understanding of changes of state.</p> <p><b>Key skills:</b></p> <p>Sc4/3.1c identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Make careful observations and explain what they show.</p> <p>Observe and measure changes over time, first-hand and using secondary sources.</p> <p>Classify materials and record their sorting using Venn diagrams.</p> <p>Plan and carry out fair tests, learning to identify and control variables and drawing up tables to record their data. This will then be presented as bar or bar line graphs.</p> <p>Identify patterns in the data and use these to answer their</p>	<p>Sc4/4.1e Learn that sounds get fainter as the distance from the sound source increases. They will explore ways to change the pitch and volume of sounds.</p> <p><b>Key skills:</b></p> <p>Sc4/4.1c Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Sc4/4.1d Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p><b>Key vocabulary:</b></p> <p>sound, loud, quiet, high, low, repeating, continuous, strike, blow, shake, pluck, vibration, vibrate, solid, gas, volume, strength of vibrations, sound source, fainter, distance, pitch, particles, question, investigation, fair test, change, measure, predict, prediction, explanation, observations, draw conclusions</p>	<p>electricity can be used to produce light, sound, heat and movement.</p> <p>Explore the production of light, sound and movement by making simple series circuits with cells, wires, bulbs, buzzers and motors, learning the names of the components.</p> <p>Work mostly with single components.</p> <p>Describe the flow of electricity round a circuit and give reasons why some circuits do not work.</p> <p>Learn to control their circuits with switches. They will test materials, classify them as electrical conductors or insulators and recognise that metals are good electrical conductors and plastics are good electrical insulators.</p> <p>Apply this knowledge when making own switches and electrical quiz boards. Throughout this module they will learn</p>
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	<p><b>Key vocabulary:</b> Vertebrates, Fish, Amphibians, Reptiles, Birds, Mammals, Invertebrates, Snails, Slugs, Worms, Spiders, Insects, Habitats, environment, impact, positive, negative, litter, pollution, waste, biodiversity, habitat, derelict, graffiti, traffic, destroy, create, location, food chain, producer, consumer, human impact, global issue, destruction, deforestation, rainforest, climate, climate change, zoo, endangered, breed, wild, natural, predator, prey, conservation, categories, tally chart, pictogram, bar chart, axes, scale, opinion, point of view, argument, viewpoint, debate</p>	<p>Group and classify teeth by their function and relate this to diet.</p> <p>Carry out comparative and fair tests on different types of toothpaste and to record and present data in a range of ways.</p> <p><b>Key vocabulary:</b> mouth, oesophagus, stomach, small intestine, large intestine, rectum, anus, digestive system, digestion, carbohydrate, fat, sugar, protein, roughage, dairy, fruit, vegetables, vitamins, minerals, balanced diet, healthy, mechanical process, chemical process, absorb, nutrients, water, saliva, chemicals, enzyme, teeth, canine, incisor, premolar, molar, jaw, cutting, tearing, grinding, dental hygiene, decay, dentist, brushing, toothpaste, floss, mouthwash, food, plants, animals, food chain, food web, producer, consumer, predator, prey, herbivore, omnivore, carnivore</p>	<p>Plan and carry out fair tests, learning to identify and control variables and drawing up tables to record their data. This will then be presented as bar or bar line graphs.</p> <p>Identify patterns in the data and use these to answer their investigation questions and to make further predictions.</p> <p><b>Key vocabulary:</b> solid, liquid, hard, soft, pour, flow, pile, pool, surface, horizontal, runny, viscous, sticky, grain, powder, ice, water, temperature, cool, cooling, warm, warming, hot, degree Celsius, melt, melting, freeze, freezing, solidify, solidifying, heating, states of matter, change of state, melting point, freezing point, process, gas, air, carbon dioxide, helium, oxygen, bubbles, empty, particle, weight, compress, squash, shape, volume, dry, evaporate, evaporation, water vapour, boil, boiling, boiling point, steam, thermometer, condense, condensation, water, droplets, cycle, model,</p>	<p>investigation questions and to make further predictions.</p> <p><b>Key vocabulary:</b> solid, liquid, hard, soft, pour, flow, pile, pool, surface, horizontal, runny, viscous, sticky, grain, powder, ice, water, temperature, cool, cooling, warm, warming, hot, degree Celsius, melt, melting, freeze, freezing, solidify, solidifying, heating, states of matter, change of state, melting point, freezing point, process, gas, air, carbon dioxide, helium, oxygen, bubbles, empty, particle, weight, compress, squash, shape, volume, dry, evaporate, water vapour, boil, boiling, boiling point, steam, thermometer, condense, condensation, water, droplets, cycle, model, snow, expand, scale, calibrate, heat sensitive, sensor, observe, measure, fair test, variable, collect, present, interpret, data, axis, scale, interval, control, keep the same, evidence, annotate,</p>		<p>the safe use of electrical components and the dangers of mains electricity.</p> <p><b>Key skills:</b> Sc4/4.2b construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Draw labelled and annotated drawings.</p> <p>Sc4/4.2c 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</p> <p>Sc4/4.2d recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Sc4/4.2e recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p><b>Key vocabulary:</b></p>
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			snow, expand, scale, calibrate, heat sensitive, sensor, observe, measure, fair test, variable, collect, present, interpret, data, axis, scale, interval, control, keep the same, evidence, annotate, accuracy, describe, explain, evaluate, reliable, repeatable	accuracy, describe, explain, evaluate, reliable, repeatable		electricity, electrical, mains, plugged in, battery, power, rechargeable, solar, wind up, sound, light, heat, movement, cell, wire, bulb, bulb holder, buzzer, motor, component, circuit, complete circuit, short circuit, flow, break, make, metal, connect, disconnect, terminal, positive, negative, switch, press switch, toggle switch, tilt switch, pendulum switch, property, electrical conductor, electrical insulator, electron, filament, sets, Venn diagram, Carroll diagram, table, conclusion, evidence, annotate
<b>COMPUTING Y4</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Computing (Switched On scheme)</b>  <b>Year 4</b>	<b>Topic Title:</b> Introduction to Computing (Autumn 1)  <b>Key knowledge:</b> NC objectives: Introduction to Computing (Autumn 1) To use technology safely, respectfully and responsibly.  <b>Key Skills:</b> Introduction to Computing: To understand input and output devices and	<b>Topic Title:</b> We are toy designers (Autumn 2)  <b>Key knowledge:</b> NC objectives: We are toy designers (Autumn 2) To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	<b>Topic Title:</b> Internet Safety (Spring 1)  <b>Key knowledge:</b> NC objectives: Internet Safety (Spring 1) To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	<b>Topic Title:</b> We are HTML editors (Spring 2)  <b>Key knowledge:</b> NC objectives: We are HTML editors (Spring 2) To understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for	<b>Topic Title:</b> We are meteorologists (Summer 1)  <b>Key knowledge:</b> NC objectives:  We are meteorologists (Summer 1) To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	<b>Topic Title:</b> Hour of coding (Summer 2)  <b>Key knowledge:</b> NC objectives: Hour of coding (Summer 2) To use sequence, selection, and repetition in programs; work with variables and various forms of input and output.

	<p>recognise a keyboard as an input device. To learn how to type correctly using a QWERTY keyboard. Save and retrieve files on student shared drive.</p> <p><b>Key vocabulary:</b> QWERTY Keyboard Touch type Input/output Device Respect</p>	<p>To use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p><b>Key Skills:</b> We are toy designers: To design and make an on-screen prototype of a computer-controlled toy. Understand different forms of input and output (such as sensors, switches, motors, lights and speakers).</p> <p><b>Key vocabulary:</b></p> <p>Algorithm Logical reasoning Program Control Simulate Debug</p>	<p><b>Key Skills:</b> Internet Safety: Know what is appropriate and inappropriate content online Understand how to stay safe and be respectful online. Know where to get help and report problems Understand what personal information is and how to keep it secure.</p> <p><b>Key vocabulary:</b> Internet safety Online Report problems Appropriate/ inappropriate Reliable/Unreliable</p>	<p>communication and collaboration To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p><b>Key Skills:</b> We are HTML: understand different ways to communicate online understand what the Internet is and how it works Begin recognise simple HTML codes.</p> <p><b>Key vocabulary:</b></p> <p>HTML WWW Tags/ lines of codes</p>	<p>To 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.</p> <p>To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p><b>Key Skills:</b> We are meteorologists: Understand different measurement techniques for weather, both analogue and digital. If possible, use computer-based data logging to automate the recording of some weather data. Use spreadsheets to create charts analyse data, explore inconsistencies in data and make predictions.</p>	<p><b>Key Skills:</b> Hour of coding: Understand what algorithm is Create programs, use sequence and select programming Debug programs</p> <p><b>Key vocabulary:</b> Algorithm Sequence Select Repeat Debug</p>
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					Practise using presentation software and, optionally, video	
					<b>Key vocabulary:</b> Data Weather Measurements Spreadsheets Charts Graphs Presentation	
<b>RE Y4</b>			<b>Spring 1/2</b> (optional religious festivals – to look at Chinese New Year/Vaisakhi for Sikhs/St Georges day/Mother’s Day)		<b>Summer 1/2</b> (optional religious festivals – to look at Ramadan/Eid/Father’s Day)	
<b>RE (Discovery RE scheme)</b>  <b>RE</b> - topics taken from discovery RE scheme of work -areas of enquiry targets <b>AT1 &amp; AT2 targets</b> or NC – national curriculum targets starting with Re have been selected.  <b>Key (T1) term 1 (T2) term 2</b>	<b>Topic Title:</b> : Judaism-Beliefs and Practices (T1)  RE1a: To make links and explain connections between beliefs, stories and practices  AT1 A Beliefs, teachings and sources AT2 D Identity, diversity and belonging.  <b>Key knowledge:</b> To investigate how special is the relationship Jews have with God? Do sacred texts have to be ‘true’ to help people understand their religion? Does participating in worship help people to feel closer	<b>Topic Title:</b> Christianity – Christmas (T2)  RE1b: To recognise and explain the impact of beliefs and ultimate questions on individuals and communities.  AT1 C Forms of expressing meaning AT2 E Meaning, purpose and truth  <b>Key knowledge:</b> To discuss and reflect on what is the most significant part of the nativity story for Christians today? (T2)	<b>Topic Title</b> Judaism – Passover (Term 1)  RE1a: To make links and explain connections between beliefs, stories and practices.  RE1b: To recognise and explain the impact of beliefs and ultimate questions on individuals and communities.  RE1c: To explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.  RE2a: To suggest lines of enquiry to address questions raised by the	<b>Topic Title:</b> Christianity -Easter (Term 2)  RE2b: To suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence.  RE2c: To recognise and explain diversity within religious expression, using appropriate concepts.  AT1 B Practices and ways of life  AT2 E Meaning, purpose and truth.	<b>Topic Title:</b> Judaism - Beliefs and Practices (T1)  RE1a: To make links and explain connections between beliefs, stories and practices. RE1b: To recognise and explain the impact of beliefs and ultimate questions on individuals and communities. RE1c: To explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. RE2a: To suggest lines of enquiry to address questions raised by the study of religions and beliefs.	<b>Topic Title:</b> Christianity - Prayer and Worship(T2)  RE2b: To suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence.  RE2a: To suggest lines of enquiry to address questions raised by the study of religions and beliefs.  RE2c: To recognise and explain diversity within religious expression, using appropriate concepts.

<p><b>Year 4</b></p>	<p>to God or their faith community. (T1)</p> <p><b>Key Skills:</b> To explore and understand the special relationship between Jews and God and the promises they make to each other, accomplished through a series of stories, research, discussions, and enquiries. (T1)</p> <p><b>Key vocabulary:</b> Jews, god, old testament, Abraham, synagogue, Torah(T1)</p>	<p><b>Key Skills:</b> To understand the symbolism in the Christmas story and think about what the different parts mean to Christians today. (T2)</p> <p><b>Key vocabulary:</b> Christmas, Jesus, Christingle, cross, bible, nativity</p>	<p>study of religions and beliefs.</p> <p>AT1 B Practices and ways of life</p> <p>AT2 E Meaning, purpose and truth.</p> <p><b>Key knowledge:</b> This unit will focus on understanding how celebration Passover and keeping the Kashrut (Food Laws) help Jews show God they value their special relationship with him. (T1)</p> <p>To discuss and debate Is forgiveness always possible? (T2)</p> <p><b>Key Skills:</b> This will be accomplished through a series of stories, research, discussions and enquiries. The children will use skills of engagement, expression, investigations and evaluation. (T1)</p> <p><b>Key vocabulary:</b> Judaism, Jews, Kashrut, (T1)</p>	<p><b>Key knowledge:</b> To explore and understand how Jesus' life, death and resurrection teaches Christians about forgiveness. Accomplished through a series of stories, research, discussions and enquiries. (T2)</p> <p><b>Key Skills:</b> This will be accomplished through a series of stories, research, discussions and enquiries. The children will use skills of engagement, expression, investigations and evaluation.</p> <p><b>Key vocabulary:</b> Easter – Jesus, resurrection, Palm Sunday, crucifixion, bible, cross</p>	<p>AT1 B Practices and ways of life</p> <p>AT1 C Forms of expressing meaning</p> <p>AT2 F Values and commitment</p> <p>AT2 D Identity, diversity and belonging</p> <p><b>Key Skills:</b> What is the best way for a Jew to show commitment to God? (T1)</p> <p><b>Key knowledge:</b> To explore different ways in which Jews show their commitment to God, comparing their practices to explore which shows the most commitment. (T1)</p> <p><b>Key Skills:</b> To revisit and recap learning from term 1 and 3. Looking at a series of stories, research, discussions and enquiries. (T1)</p> <p><b>Key vocabulary:</b> Jews, commitment, practices, synagogue, rabbi. (T1)</p>	<p>AT1 B Practices and ways of life</p> <p>AT1 C Forms of expressing meaning</p> <p>AT2 F Values and commitment</p> <p>AT2 D Identity, diversity and belonging</p> <p><b>Key Skills:</b> Do people need to go to church to show they are Christians? (T2)</p> <p><b>Key knowledge:</b> To understand how important going to church is to show someone is a Christian. (T2)</p> <p><b>Key Skills:</b> To discuss and debate in groups and then present ideas in front of their peers to on how important going to church is to show that you are a Christian. (T2)</p> <p><b>Key vocabulary:</b> Christians – church,</p>
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						vows, confession, priest/vicar, baptism.
MUSIC Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Music (Charanga scheme)</b></p> <p><b>Year 4</b></p>	<p><b>Topic Title: Mamma Mia &amp; Christmas performance song</b></p> <p><b>Style: Pop &amp; Festivals</b></p> <p><b>Key knowledge: Mu2/1.1/1.3</b></p> <p>To listen to and appraise songs by ABBA. Identify pulse and rhythm through listening and clapping. Learn the song 'Mama Mia' and perform as part of a group or solo to the peers.</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To listen with attention to detail and recall sounds with increasing aural memory</p> <p><b>Topic and cross curricular links:</b> Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country.</p>	<p><b>Topic Title: Mamma Mia &amp; Christmas performance song</b></p> <p><b>Style: Pop &amp; Festivals</b></p> <p><b>Key knowledge: Mu2/1.1/1.3</b></p> <p>To listen to and appraise songs by ABBA. Identify pulse and rhythm through listening and clapping. Learn the song 'Mama Mia' and perform as part of a group or solo to the peers.</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To listen with attention to detail and recall sounds with increasing aural memory</p> <p><b>Topic and cross curricular links:</b> Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country.</p>	<p><b>Topic Title: Glockenspiel stage 2 &amp; Stop! - One class learning Djemba and 3 classes learning the other 2 units</b></p> <p><b>Style: Learning basic instrumentals skills by playing tunes &amp; Grime</b></p> <p><b>Key knowledge: Mu2/1.1/1.2</b></p> <p>This is a six-week Unit of Work that introduces the children to learning about the language of music through playing the glockenspiel.</p> <p>The learning is focused around exploring and developing playing skills through the glockenspiel or if you have previous knowledge, the recorder.</p> <p>This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around one song: Stop! - a rap/song about</p>	<p><b>Topic Title: Glockenspiel stage 2 &amp; Stop! - One class learning Djemba and 3 classes learning the other 2 units</b></p> <p><b>Style: Learning basic instrumentals skills by playing tunes &amp; Grime</b></p> <p><b>Key knowledge: Mu2/1.1/1.2</b></p> <p>This is a six-week Unit of Work that introduces the children to learning about the language of music through playing the glockenspiel.</p> <p>The learning is focused around exploring and developing playing skills through the glockenspiel or if you have previous knowledge, the recorder.</p> <p>This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the</p>	<p><b>Topic Title: Lean on Me &amp; Blackbird - One class learning Djemba and 3 classes learning the other 2 units</b></p> <p><b>Style: Gospel &amp; The Beatles/Pop</b></p> <p><b>Key knowledge: Mu2/1.4/1.5</b></p> <p>This is a six-week Unit of Work. All the learning is focused around one soul song: Lean on Me. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p> <p>This term we will be focusing on songs by 'The Beatles'. The children will explore history of 'The Beatles' through various songs. The children will build on knowledge and understanding of interrelated dimensions of music through games, instruments, learning and performing.</p>	<p><b>Topic Title: Lean on Me &amp; Blackbird - One class learning Djemba and 3 classes learning the other 2 units</b></p> <p><b>Style: Gospel &amp; The Beatles/Pop</b></p> <p><b>Key knowledge: Mu2/1.4/1.5</b></p> <p>This is a six-week Unit of Work. All the learning is focused around one soul song: Lean on Me. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p> <p>This term we will be focusing on songs by 'The Beatles'. The children will explore history of 'The Beatles' through various songs. The children will build on knowledge and understanding of</p>

	<p><b>Links to other units:</b> Other units that relate to the 80s Livin' On A Prayer - KS2/ages 7-11 (Scheme Year 5) Don't Stop Believin' - KS2/ages 7-11 (see Freestyle)</p> <p><b>Key Skills:</b></p> <p>To confidently identify and move to the pulse.</p> <p>To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</p> <p>Talk about the music and how it makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p> <p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p>	<p><b>Links to other units:</b> Other units that relate to the 80s Livin' On A Prayer - KS2/ages 7-11 (Scheme Year 5) Don't Stop Believin' - KS2/ages 7-11 (see Freestyle)</p> <p><b>Key Skills:</b></p> <p>To confidently identify and move to the pulse.</p> <p>To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</p> <p>Talk about the music and how it makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p> <p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p>	<p>bullying. You will learn about the interrelated dimensions of music through games, singing and composing.</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p><b>Topic and cross curricular links:</b></p> <ul style="list-style-type: none"> <li>- Introduction to the language of music, theory and composition.</li> </ul> <p><b>Links to other units:</b> Using scores / notation in all units</p> <ul style="list-style-type: none"> <li>- Composition, Bullying.</li> </ul> <p><b>Links to other units:</b> The Fresh Prince</p>	<p>learning is focused around one song: Stop! - a rap/song about bullying. You will learn about the interrelated dimensions of music through games, singing and composing.</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p><b>Topic and cross curricular links:</b></p> <ul style="list-style-type: none"> <li>- Introduction to the language of music, theory and composition.</li> </ul> <p><b>Links to other units:</b> Using scores / notation in all units</p> <ul style="list-style-type: none"> <li>- Composition, Bullying.</li> </ul>	<p>To use and understand staff and other musical notations To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p><b>Topic and cross curricular links:</b> Gospel in its historical context ie from Beethoven to slavery, Elvis to the Urban Gospel of Beyoncé and different choirs like the London Community Gospel Choir. Analysing performance.</p> <p><b>Links to other units:</b> A New Year Carol - Gospel version - KS2/ages 7-11 (Scheme Year 6) Reflect, Rewind and Replay - History of Music</p> <p>Blackbird – coming soon</p> <p><b>Key Skills:</b></p> <p>To confidently identify and move to the pulse.</p>	<p>interrelated dimensions of music through games, instruments, learning and performing. To use and understand staff and other musical notations To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p><b>Topic and cross curricular links:</b> Gospel in its historical context ie from Beethoven to slavery, Elvis to the Urban Gospel of Beyoncé and different choirs like the London Community Gospel Choir. Analysing performance.</p> <p><b>Links to other units:</b> A New Year Carol - Gospel version - KS2/ages 7-11 (Scheme Year 6) Reflect, Rewind and Replay - History of Music</p>
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	<p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To rejoin the song if lost.</p> <p>To listen to the group when singing.</p> <p><b>Key vocabulary:</b></p> <p><b>Pulse</b> – the regular heartbeat of the music; its steady beat.  <b>Rhythm</b> – long and short sounds or patterns that happen over the pulse.  <b>Pitch</b> – high and low sounds.  <b>Tempo</b> – the speed of the music; fast or slow or in-between.  <b>Dynamics</b> – how loud or quiet the music is.  <b>Timbre</b> – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.  <b>Texture</b> – layers of sound. Layers of sound working together make music very interesting to listen to.  <b>Structure</b> – every piece of music has a structure e.g.</p>	<p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To rejoin the song if lost.</p> <p>To listen to the group when singing.</p> <p><b>Key vocabulary:</b></p> <p><b>Pulse</b> – the regular heartbeat of the music; its steady beat.  <b>Rhythm</b> – long and short sounds or patterns that happen over the pulse.  <b>Pitch</b> – high and low sounds.  <b>Tempo</b> – the speed of the music; fast or slow or in-between.  <b>Dynamics</b> – how loud or quiet the music is.  <b>Timbre</b> – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.  <b>Texture</b> – layers of sound. Layers of sound working together make music very interesting to listen to.  <b>Structure</b> – every piece of music has a structure e.g.</p>	<p>Of Bel-Air - KS2/ages 7-11 (Scheme Year 5)</p> <p><b>Key Skills:</b></p> <p>To confidently identify and move to the pulse.</p> <p>To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</p> <p>Talk about the music and how it makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p> <p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p>	<p><b>Links to other units:</b> The Fresh Prince Of Bel-Air - KS2/ages 7-11 (Scheme Year 5)</p> <p><b>Key Skills:</b></p> <p>To confidently identify and move to the pulse.</p> <p>To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</p> <p>Talk about the music and how it makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p> <p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p>	<p>To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</p> <p>Talk about the music and how it makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p> <p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To rejoin the song if lost.</p> <p>To listen to the group when singing.</p>	<p>Blackbird – coming soon</p> <p><b>Key Skills:</b></p> <p>To confidently identify and move to the pulse.</p> <p>To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</p> <p>Talk about the music and how it makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p> <p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p>
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	<p>an introduction, verse and chorus ending. <b>Keyboard</b></p> <p><b>Electric guitar</b></p> <p><b>Drums</b></p>	<p>an introduction, verse and chorus ending. <b>Keyboard</b></p> <p><b>Electric guitar</b></p> <p><b>Drums</b></p>	<p>To sing with awareness of being 'in tune'.</p> <p>To rejoin the song if lost.</p> <p>To listen to the group when singing.</p> <p>To treat instruments carefully and with respect.</p> <p>To experience leading the playing by making sure everyone plays in the playing section of the song.</p> <p>Help create at least one simple melody using one, three or all five different notes.</p> <p><b>Key vocabulary:</b></p> <p><b>Pulse</b> – the regular heartbeat of the music; its steady beat. <b>Rhythm</b> – long and short sounds or patterns that happen over the pulse. <b>Pitch</b> – high and low sounds. <b>Tempo</b> – the speed of the music; fast or slow or in-between. <b>Dynamics</b> – how loud or quiet the music is. <b>Timbre</b> – all instruments, including</p>	<p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To rejoin the song if lost.</p> <p>To listen to the group when singing.</p> <p>To treat instruments carefully and with respect.</p> <p>To experience leading the playing by making sure everyone plays in the playing section of the song.</p> <p>Help create at least one simple melody using one, three or all five different notes.</p> <p><b>Key vocabulary:</b></p> <p><b>Pulse</b> – the regular heartbeat of the music; its steady beat. <b>Rhythm</b> – long and short sounds or patterns that happen over the pulse. <b>Pitch</b> – high and low sounds.</p>	<p>To treat instruments carefully and with respect.</p> <p>To experience leading the playing by making sure everyone plays in the playing section of the song.</p> <p>Help create at least one simple melody using one, three or all five different notes.</p> <p><b>Key vocabulary:</b></p> <p><b>Pulse</b> – the regular heartbeat of the music; its steady beat. <b>Rhythm</b> – long and short sounds or patterns that happen over the pulse. <b>Pitch</b> – high and low sounds. <b>Tempo</b> – the speed of the music; fast or slow or in-between. <b>Dynamics</b> – how loud or quiet the music is. <b>Timbre</b> – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. <b>Texture</b> – layers of sound. Layers of sound working together make</p>	<p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To rejoin the song if lost.</p> <p>To listen to the group when singing.</p> <p>To treat instruments carefully and with respect.</p> <p>To experience leading the playing by making sure everyone plays in the playing section of the song.</p> <p>Help create at least one simple melody using one, three or all five different notes.</p> <p><b>Key vocabulary:</b></p> <p><b>Pulse</b> – the regular heartbeat of the music; its steady beat. <b>Rhythm</b> – long and short sounds or patterns that happen over the pulse. <b>Pitch</b> – high and low sounds.</p>
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			<p>voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.</p> <p><b>Texture</b> – layers of sound. Layers of sound working together make music very interesting to listen to.</p> <p><b>Structure</b> – every piece of music has a structure e.g. an introduction, verse and chorus ending.</p> <p><b>Grime</b></p>	<p><b>Tempo</b> – the speed of the music; fast or slow or in-between.</p> <p><b>Dynamics</b> – how loud or quiet the music is.</p> <p><b>Timbre</b> – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.</p> <p><b>Texture</b> – layers of sound. Layers of sound working together make music very interesting to listen to.</p> <p><b>Structure</b> – every piece of music has a structure e.g. an introduction, verse and chorus ending.</p> <p><b>Grime</b></p>	<p>music very interesting to listen to.</p> <p><b>Structure</b> – every piece of music has a structure e.g. an introduction, verse and chorus ending.</p> <p><b>Gospel</b></p>	<p><b>Tempo</b> – the speed of the music; fast or slow or in-between.</p> <p><b>Dynamics</b> – how loud or quiet the music is.</p> <p><b>Timbre</b> – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.</p> <p><b>Texture</b> – layers of sound. Layers of sound working together make music very interesting to listen to.</p> <p><b>Structure</b> – every piece of music has a structure e.g. an introduction, verse and chorus ending.</p> <p><b>Gospel</b></p>
<b>PHSE Y4</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>PHSE Y4 (JigSaw Scheme)</b>  <b>Year 4</b>		<p><b>Topic Title:</b> Celebrating Difference</p> <p><b>Key knowledge:</b> Understand that we sometimes make assumptions about people based on how they look. Understand the influences for these assumptions. Understand that bullying is difficult to spot and what to do. Understand why sometimes individuals join in the bullying. Understand</p>	<p><b>Topic Title:</b> Dreams and Goals</p> <p><b>Key knowledge:</b> Understand what hopes and dreams are. Understand that not all dreams and goals happen. Understand how to make new plans and set new goals. understand the step to take to achieve a goal.</p> <p><b>Key Skills:</b></p>	<p><b>Topic Title:</b> Healthy me</p> <p><b>Key knowledge:</b> Understand how difference friendships are formed and how I fit into them and the friends I value the most. Understand the roles within friendship groups. Understand the affects of smoking. Understand the affects of alcohol. Understand when people are</p>	<p><b>Topic Title:</b> Relationships</p> <p><b>Key knowledge:</b> Understand situations that cause jealousy. Identify people they love and why they are special. Understand how to cope with people I no longer see. Understand how friendship change and how to manage a fall out with friends. Understand what is meant by boyfriend and</p>	<p><b>Topic Title:</b> Changing me</p> <p><b>Key knowledge:</b> Understand the human lifecycle and the changes our bodies go through as we get older. Understand some of the changes our bodies go through during puberty. Beginning to relate puberty to reproduction.</p>

		<p>that each individual is special</p> <p><b>Key Skills:</b> Critical thinking. Assertiveness, appreciating others</p> <p><b>Key vocabulary:</b> Similar, different, culture, hobbies, bullying, friend, friendship, witness, hurtful words</p>	<p>Set simple goals or dreams. Overcoming difficult and hurtful situations. Reevaluate and set new goals. Braking down problems</p> <p><b>Key vocabulary:</b> Goals, targets, barriers, challenges, realistic, preserving, ambitious, evaluate</p>	<p>putting pressure on me and explain ways to resist. Understanding morals</p> <p><b>Key Skills:</b> Leadership skills, making healthy choices, assertiveness, dealing with peer pressure.</p> <p><b>Key vocabulary:</b> Friendship, roles, leadership, cigarette, smoking, lungs, heart, alcohol, drunk, wasted, peer pressure, assertiveness.</p>	<p>girlfriend and special relationships</p> <p><b>Key Skills:</b> Coping with jealousy, appreciation of those around me, coping with lost, conflict resolution strategies,</p> <p><b>Key vocabulary:</b> Jealously, love, appreciate, death bereavement, loss, moved away, conflict, resolution, boyfriend, girlfriend</p>	<p><b>Key Skills:</b> Self care, empathy towards the opposite gender.</p> <p><b>Key vocabulary:</b> Baby, child, teenage, adult, elderly, puberty, hair, voice breaking, breasts, menstruation</p>
<b>PE Y4</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>PE Year 4</b>	<p><b>Topic Title:</b> Sport and games, Team games</p> <p><b>Key knowledge:</b> To use running, jumping, throwing and catching in isolation and in combination and play competitive games.</p> <p><b>Key Skills:</b> Master basic movements including running, jumping, throwing and catching, balance, agility and co-ordination, and apply these in a range of activities.</p>	<p><b>Topic Title:</b> Sport and games, Team games</p> <p><b>Key knowledge:</b> To use running, jumping, throwing and catching in isolation and in combination and play competitive games.</p> <p><b>Key Skills:</b> Master basic movements including running, jumping, throwing and catching, balance, agility and co-ordination, and apply these in a range of activities.</p>	<p><b>Topic Title:</b> Gymnastic and Dance</p> <p><b>Key knowledge:</b> To develop flexibility, strength, technique, control and balance. To perform dances using a range of movement patterns.</p> <p><b>Key Skills:</b> To perform a variety of floor and vault movements, learn straight jump full turns, cat leap half turns, straddle rolls, lunges into cartwheels and the</p>	<p><b>Topic Title:</b> Striking and fielding</p> <p><b>Key knowledge:</b> To use running, jumping, throwing and catching in isolation and in combination and play competitive games.</p> <p><b>Key Skills:</b> Catch and throw a ball accurately, use correct throwing techniques, use correct body position, understand the different characteristics of</p>	<p><b>Topic Title:</b> Team Games and Sports day Preparation Swimming</p> <p><b>Key knowledge:</b> To use running, jumping, throwing and catching in isolation and in combination and play competitive games</p> <p><b>Key Skills:</b> Recap on essential universal skills needed to play a range of games, such as dodging, dribbling,</p>	<p><b>Topic Title:</b> Athletics and Sports day Preparation Swimming</p> <p><b>Key knowledge:</b> To use running, jumping, throwing and catching in isolation and in combination and play competitive games</p> <p><b>Key Skills:</b> Develop existing running, jumping and throwing skills. Refine sprint technique, work as a</p>

<p>Develop understanding of special awareness, work on each individual skill and then apply their skills to varying movements. Begin improve their personal best through self and peer evaluation and set different challenges for improvement. Learn simple attacking and defending tactics with a variety of equipment. Begin to think about how to use tactics, skills and strategies to outwit the opponent. Review and describe others' performances, as well as their own, and make suggestions on improvements that will help them and others to play better.</p> <p><b>Key vocabulary:</b> Catching and throwing, Target throwing, Co-ordination, Innings, Field, Fielding, Position, Passing, Game area, possession, communication, attacking, attacker, defending, defender, midfield, position, dodging, weaving, marking, intercepting, opponent, anticipate.</p>	<p>Develop understanding of special awareness, work on each individual skill and then apply their skills to varying movements. Begin improve their personal best through self and peer evaluation and set different challenges for improvement. Learn simple attacking and defending tactics with a variety of equipment. Begin to think about how to use tactics, skills and strategies to outwit the opponent. Review and describe others' performances, as well as their own, and make suggestions on improvements that will help them and others to play better.</p> <p><b>Key vocabulary:</b> Catching and throwing, Target throwing, Co-ordination, Innings, Field, Fielding, Position, Passing, Game area, possession, communication, attacking, attacker, defending, defender, midfield, position, dodging, weaving, marking, intercepting, opponent, anticipate.</p>	<p>straddle on vault while developing their understanding of the necessary flexibility, strength and control needed to perform the movements successfully. To develop free movement while creating shapes with their body and expressing emotion to music. Move between high and low shapes in singular and combination movements, both slow and fast movements to the rhythm of the music. Participate in peer and self-evaluation, give positive feedback for improvement. Develop confidence and perform in front of their peers.</p> <p><b>Key vocabulary:</b> Accuracy, Formation, rhythm, movement, stretch, motif, dynamic, expression, tempo, pulse, speed, control, pace, synchronise and unison, Team work, group performance and solo performance.</p>	<p>fielding positions, directional play, use a range of fielding techniques and apply game rules.</p> <p><b>Key vocabulary:</b> Striking, fielding, hand-eye coordination, cooperation, accuracy, target overarm, underarm, opposition, runs, long barrier stop, two-handed pick-up, fielder, movement, stretch, rebound, dynamic, expression, speed, control, pace, Pass, throw, catch, pivot, strike, opposition, team work.</p>	<p>passing and marking an opponent. It focuses specifically on attacking and defending skills, such as fake dodging, interception and goalkeeping and develop their understanding of both attacking and defending strategies.</p> <p><b>Develop existing</b> running, jumping and throwing skills. Refine sprint technique, work as a relay team and practice an effective baton changeover. Learn the technique for throwing the javelin (pull throw) and how to do the standing triple jump in preparation for sports day at the end the summer term.</p> <p><b>Swimming</b> -Front crawl, back stroke, breast stroke, Pool safety, kick, front, back, push, glide, breathe, breath, alternating leg kicks.</p> <p><b>Key vocabulary:</b> Athletics, event, track, field, running, jumping, throwing, fundamental movement skills, fundamentals, Form, Catching and throwing, Target throwing, Co-ordination.</p>	<p>relay team and practice an effective baton changeover. Learn the technique for throwing the javelin (pull throw) and how to do the standing triple jump in preparation for sports day at the end the summer term.</p> <p><b>Swimming</b> -Front crawl, back stroke, breast stroke, Pool safety, kick, front, back, push, glide, breathe, breath, alternating leg kicks.</p> <p><b>Key vocabulary:</b> Athletics, event, track, field, running, jumping, throwing, fundamental movement skills, fundamentals, Form, Catching and throwing, Target throwing, Co-ordination.</p> <p><b>Reflect and improve</b> To be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>relay team and practice an effective baton changeover. Learn the technique for throwing the javelin (pull throw) and how to do the standing triple jump in preparation for sports day at the end the summer term.</p> <p><b>Swimming</b> -Front crawl, back stroke, breast stroke, Pool safety, kick, front, back, push, glide, breathe, breath, alternating leg kicks.</p> <p><b>Key vocabulary:</b> Athletics, event, track, field, running, jumping, throwing, fundamental movement skills, fundamentals, Form, Catching and throwing, Target throwing, Co-ordination.</p> <p><b>Reflect and improve</b> To be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
HISTORY Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<p><b>History</b> <b>Year 4</b></p>	<p><b>Topic Title: Anglo-Saxons / Scots</b></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>• Roman withdrawal from Britain in CE 410 and the fall of the western Roman Empire.</li> <li>• Scots invasions from Ireland to north Britain (now Scotland).</li> <li>• Anglo-Saxons invasions, settlements and kingdoms; place names and village life culture and Christianity (eg. Canterbury, Iona, and Lindisfarne)</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Choose reliable sources of information to find out about the past.</li> <li>• Give own reasons why changes may have occurred, backed up by evidence.</li> <li>• Describe similarities and differences between people, events and artefacts.</li> <li>• Describe how historical events affect/influence life today.</li> </ul> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Understand that a timeline can be divided into BCE and CE.</li> </ul>		<p><b>Topic Title: Vikings</b></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>• Viking raids and the resistance of Alfred the Great and Athelstan.</li> <li>• Edward the Confessor and his death in 1066 - prelude to the Battle of Hastings.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Choose reliable sources of information to find out about the past.</li> <li>• Give own reasons why changes may have occurred, backed up by evidence.</li> <li>• Describe similarities and differences between people, events and artefacts.</li> <li>• Describe how historical events affect/influence life today.</li> </ul> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Understand that a timeline can be divided into BCE and CE.</li> <li>• Order significant events and dates on a timeline.</li> <li>• Describe the main changes in a period of history.</li> </ul>		<p><b>Topic Title: UK Parliament</b></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>• Establishment of the parliament - division of the Houses of Lords and Commons.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Choose reliable sources of information to find out about the past.</li> <li>• Give own reasons why changes may have occurred, backed up by evidence.</li> <li>• Describe similarities and differences between people, events and artefacts.</li> <li>• Describe how historical events affect/influence life today.</li> </ul> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Understand that a timeline can be divided into BCE and CE.</li> <li>• Order significant events and dates on a timeline.</li> <li>• Describe the main changes in a period of history.</li> <li>• Development of political system from</li> </ul>	
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	<ul style="list-style-type: none"> <li>Order significant events and dates on a timeline.</li> <li>Describe the main changes in a period of history.</li> <li>Development of political system from CE 1600-Present day, including the English Civil War/Oliver Cromwell and the establishment of a constitutional monarchy.</li> </ul> <p><b>Key vocabulary:</b></p> <p>Chronological order, BCE/CE, Anglo-Saxon, Vikings, Scots, Jutland, longboat, Lindisfarne, continuity, legacy, resistance, kingdoms, invasion, conversion, raids, settlers, democracy, Danegeld, settlements, Christianity, culture, parliament, civil war, Oliver Cromwell, Charles I, constitutional monarchy.</p>		<ul style="list-style-type: none"> <li>Development of political system from CE 1600-Present day, including the English Civil War/Oliver Cromwell and the establishment of a constitutional monarchy.</li> </ul> <p><b>Key vocabulary:</b></p> <p>Chronological order, BCE/CE, Anglo-Saxon, Vikings, Scots, Jutland, longboat, Lindisfarne, continuity, legacy, resistance, kingdoms, invasion, conversion, raids, settlers, democracy, Danegeld, settlements, Christianity, culture, parliament, civil war, Oliver Cromwell, Charles I, constitutional monarchy.</p>		<p>CE 1600-Present day, including the English Civil War/Oliver Cromwell and the establishment of a constitutional monarchy.</p> <p><b>Key vocabulary:</b></p> <p>Chronological order, BCE/CE, Anglo-Saxon, Vikings, Scots, Jutland, longboat, Lindisfarne, continuity, legacy, resistance, kingdoms, invasion, conversion, raids, settlers, democracy, Danegeld, settlements, Christianity, culture, parliament, civil war, Oliver Cromwell, Charles I, constitutional monarchy.</p>	
<b>GEOGRAPHY Y4</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Geography Year 4</b>		<p><b>Topic Title: Anglo Saxons and Scots</b></p> <p><b>Key knowledge:</b> To locate the world's countries, using maps to focus on Asia – e.g. India, Pakistan, Bangladesh, China - concentrating on their environmental regions, key physical and</p>		<p><b>Topic Title: Vikings</b></p> <p><b>Key knowledge:</b> To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, volcanoes and earthquakes</p>		<p><b>Topic Title: UK parliament</b></p> <p><b>Key knowledge:</b> To understand geographical similarities and differences through the study of human and physical geography of a region</p>

		<p>human characteristics, countries, and major cities</p> <p><b>Ge2/1.4 Geographical Skills and Fieldwork</b></p> <p>Ge2/1.4a To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>Key Skills:</b> Ask and respond to questions and offer their own ideas.</p> <p>Extend to satellite images, aerial photographs Investigate places and themes at more than one scale</p> <p>Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</p> <p>Locate places on large scale maps, (e.g. Find UK or India on globe)</p> <p>Follow a route on a large scale map. Begin to match boundaries (E.g. find same boundary of a county on different scale maps.</p> <p>Begin to identify significant</p>		<p>Ge2/1.4a To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Ge2/1.3a To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, volcanoes and earthquakes</p> <p><b>Key Skills:</b> Ask and respond to questions and offer their own ideas.</p> <p>Extend to satellite images, aerial photographs Investigate places and themes at more than one scale</p> <p>Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</p> <p>Locate places on large scale maps, (e.g. Find UK or India on globe)</p> <p>Follow a route on a</p>		<p>of the United Kingdom, a region in a European country, and a region in North or South America Ge2/1.2 <b>Place Knowledge</b></p> <p>Ge2/1.2a To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p> <p><b>Key Skills:</b> Ask and respond to questions and offer their own ideas.</p> <p>Extend to satellite images, aerial photographs Investigate places and themes at more than one scale</p> <p>Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</p> <p>Locate places on</p>
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		<p>places and environments Use large and medium scale OS maps.</p> <p>Use junior atlases.</p> <p>Use map sites on internet.</p> <p>Identify features on aerial/oblique photographs.</p> <p><b>Key vocabulary:</b></p> <p>Similarities, differences, human, physical, region</p> <p>Rivers, mountains, aerial/oblique, scales, north, south, east, west, north-east, south-east, north-west, south-west Rivers, mountains, volcanoes, desert, grassland, tundra, rainforest, temperate forest</p>		<p>large scale map. Begin to match boundaries (E.g. find same boundary of a county on different scale maps.</p> <p>Begin to identify significant places and environments Use large and medium scale OS maps.</p> <p>Use junior atlases.</p> <p>Use map sites on internet.</p> <p>Identify features on aerial/oblique photographs.</p> <p><b>Key vocabulary:</b></p> <p>Rivers – Upper: waterfall, rapids, gorges Middle: bend, wider, shallow, valley, meander, oxbow lake Lower: wide flat-bottomed valleys, floodplain, delta Erosion</p> <p>Mountains: summit, slope, steep valley = gorge</p> <p>Volcanoes: Tectonic plates, movement, inner core, outer core, mantle, crust</p>		<p>large scale maps, (e.g. Find UK or India on globe)</p> <p>Follow a route on a large scale map. Begin to match boundaries (E.g. find same boundary of a county on different scale maps.</p> <p>Begin to identify significant places and environments Use large and medium scale OS maps.</p> <p>Use junior atlases.</p> <p>Use map sites on internet.</p> <p>Identify features on aerial/oblique photographs.</p> <p><b>Key vocabulary:</b></p> <p>Similarities, differences, human, physical, region, boundaries</p> <p>Rivers, mountains, aerial/oblique, scales, north, south, east, west, north-east, south-east, north-west, south-west Rivers, mountains, volcanoes, desert, grassland, tundra, rainforest, temperate forest</p>
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				<p>Water cycle: precipitation, collection, evaporation, condensation</p> <p>environmental regions, physical, human characteristics, countries, cities</p> <p>maps, atlases, globes, digital/computer mapping, boundaries, scale, aerial/oblique</p>		
<b>ART Y4</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p><b>Art and design</b></p> <p><b>Year 4</b></p>	<p><b>Beginning of the year, all pupils must recap on primary/secondary colours, colour mixing, and teaching techniques to shade and tint.</b></p> <p><b>Topic Title: Still life</b></p> <p><b>Key knowledge:</b> Ar2/1.1: To create sketch books to record their observations and use them to review and revisit ideas.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Create sketchbook.</li> <li>• Still life drawing.</li> <li>• Sketching.</li> <li>• Shading.</li> </ul>		<p><b>Topic Title: Vincent Van Gogh</b></p> <p><b>Key knowledge:</b> Ar2/1.2: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Creating depth using lines.</li> <li>• Creating movement using lines.</li> <li>• Portraits.</li> <li>• Painting (use brush techniques and</li> </ul>		<p><b>By the end of year all pupils must have knowledge of colour, painting, drawing and sculpting. They should also have had the opportunity to study artists' lives and their work.</b></p> <p><b>Topic Title: Famous architects</b></p> <p><b>Key knowledge:</b> Ar2/1.3: To learn about great artists, architects and designers in history.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Learning about great architects through time</li> </ul>	

	<ul style="list-style-type: none"> <li>• Shadow definition.</li> <li>• Colour and tone.</li> <li>• Develop close observational skills using a variety of view finders.</li> <li>• Adapt their work according to their views and describe how they might develop it further.</li> <li>• Annotate work in sketchbook.</li> <li>• Teacher led enquiries, to ask and respond to simple closed questions.</li> <li>• Use information books/pictures as sources of information.</li> </ul> <p><b>Key vocabulary:</b> Sketchbook, drawing, sketching, shading, defining, definition, cross hatching, highlighting, colour...</p>		<p>the qualities of paint to create texture).</p> <ul style="list-style-type: none"> <li>• Using a range of materials (pencil, oil pastel, paint).</li> <li>• Teacher led enquiries, to ask and respond to simple closed questions.</li> <li>• Use information books/pictures as sources of information.</li> </ul> <p><b>Key vocabulary:</b> Vincent Van Gogh, artist, painter, paint, draw, portrait, movement, lines, materials, depth...</p>		<p>(Sir Christopher Wren, Zaha Hadid, Antoni Gaudi, Renzo Piano, Santiago Calatrava etc.)</p> <ul style="list-style-type: none"> <li>• Finding out about architectural features through history.</li> <li>• Pupils designing their own building.</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of visual language.</li> <li>• Visit local historical buildings like Manor house and Valence house to learn about local arts and buildings.</li> <li>• Teacher led enquiries, to ask and respond to simple closed questions.</li> <li>• Use information books/pictures as sources.</li> </ul> <p><b>Key vocabulary:</b></p>	
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					Architects, architecture, buildings, design, features, history, create...	
<b>DT Y4</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Design and technology (DT)</b>  <b>Year 4</b>		<p><b>Topic Title:</b> Anglo Saxons and Scots</p> <p><b>Key knowledge:</b> DT2/1.1a: To 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</p> <p>DT2/1.2a: To select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.3b: To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Design</li> <li>• Plan material needed</li> <li>• Design</li> <li>• Label</li> <li>• Construction – Anglo Saxon money carrier</li> </ul>		<p><b>Topic Title:</b> Boats</p> <p><b>Key knowledge:</b> DT2/1.1a: To 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</p> <p>DT1/1.2b: To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>DT2/1.2a: To select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.1a: To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose,</p>		<p><b>Topic Title:</b> Super seasonal cooking (twinkl)</p> <p><b>Key knowledge:</b> DT2/2.1a: To understand and apply the principles of a healthy and varied diet DT2/2.1b: To cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet DT2/2.1c: To become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; DT2/2.1c: To understand the source, seasonality and characteristics of</p>

		<ul style="list-style-type: none"> <li>Evaluate the outcome of project</li> </ul> <p><b>Key vocabulary:</b> Anglo Saxon, design, money carrier, plan, construct, fabric, material, evaluate.</p>		<p>aimed at particular individuals or groups. DT2/1.3b: To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Design</li> <li>Plan material needed</li> <li>Design - boat</li> <li>Label</li> <li>Construction – boat</li> <li>Evaluate the outcome of project</li> </ul> <p><b>Key vocabulary:</b> Boat, float, construction, material, Viking longship, prototype, stable, design, evaluate, model, structure, reinforce.</p>		<p>a broad range of ingredients DT1/1.3b: To evaluate their ideas and products against design criteria</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Research-seasonal foods</li> <li>Annotate</li> <li>Plan</li> <li>Design-seasonal meal</li> <li>Make</li> <li>Evaluate</li> <li>Cooking and nutrition</li> </ul> <p><b>Key vocabulary:</b> Nutrition, protein, carbohydrate, dairy, design, evaluate, sustainable, reared, caught, ripe, seasonal, winter, autumn, summer, spring.</p>
<b>BSL</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>To be added half-termly</b>						