



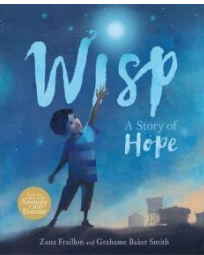
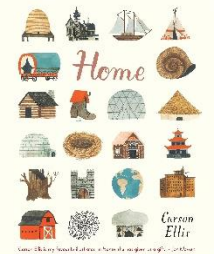
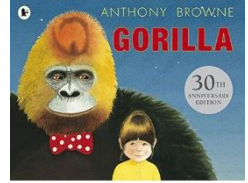
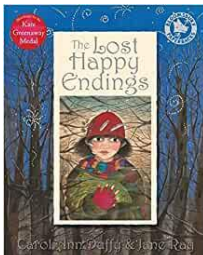


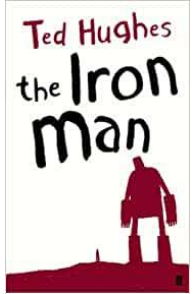



Guiden Sutton Church of England Primary School

Love and Justice for All

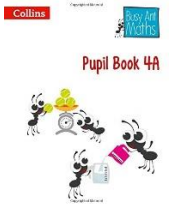
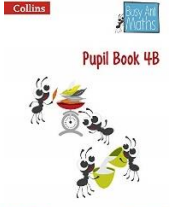

Year 4 Curriculum Progression Map


Our Christian Values: WISDOM, JUSTICE, COMPASSION, LOVE, FORGIVENESS, FRIENDSHIP

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Text	<p>Something Fishy (Video)</p>  <p>Kingswood Residential </p>	<p>Wisp: A Story of Hope Zana Fraillon Home Carson Ellis</p>  	<p>Gorilla Anthony Browne</p> 	<p>The Lost Happy Endings Carol Ann Duffy and Jane Ray Poetry Pie Corbett</p>  <p>Chester Zoo World Book Day </p>	<p>Grandad's Secret Giant David Litchfield</p> 	<p>The Iron Man Ted Hughes</p>  <p>Global Challenge </p>
Focus genre	<ul style="list-style-type: none"> • Newspaper report • Narrative – alternative story, including direct speech 	<ul style="list-style-type: none"> • Diary entry • Wisp first person narrative • 'Home' poetry 	<ul style="list-style-type: none"> • Discussion writing – should zoos be banned? • Narrative – alternative story 	<ul style="list-style-type: none"> • Play script • Alliteration poetry 	<ul style="list-style-type: none"> • Setting description • Magic Box poetry 	<ul style="list-style-type: none"> • Instructions • Narrative – The Iron Woman

Other Genre	<ul style="list-style-type: none"> • Recount of Kingswood 	<ul style="list-style-type: none"> • Scene opening 	<ul style="list-style-type: none"> • Character description 	<ul style="list-style-type: none"> • Descriptive poetry (cultural week) 		<ul style="list-style-type: none"> • Newspaper report
SPaG	<ul style="list-style-type: none"> • Use adverbs, conjunctions and prepositions to express time and cause • Use fronted adverbials • Punctuate direct speech • Use the correct nouns and pronouns • Use plural possessive apostrophes 	<ul style="list-style-type: none"> • Explain the meaning of new words • Use prefixes and suffixes • Write sentences that have dictated to me • Identify main and subordinate clauses • Identify and write noun phrases 	<ul style="list-style-type: none"> • Correctly spell commonly misspelled words • Check words in a dictionary • Use and identify a variety of conjunctions (because, although, if, when) • Use the present perfect and past perfect form of verbs • Understand and identify the subject and object in a sentence 			
Spelling	Pathways to Spell					
<ul style="list-style-type: none"> • Word list – years 3 and 4 • Adding -ing, -ed, -er, -est to words of one syllable ending in vowel consonant (Y2) • Adding -ing -ed to words ending in e with a consonant before it (Y2) • Adding -ing -ed to a root word ending in y with a consonant before it (Y2) • Adding -er, est to a root word ending in y and e with a 	<ul style="list-style-type: none"> • Word list – years 3 and 4 • Words spelt with the /j/ sound spelt ch • Apostrophes to mark plural possession • Homophones and near-homophones • Personal spelling log 	<ul style="list-style-type: none"> • Word list – years 3 and 4 • Endings which sound like /ʃən/ spelt -tion, -sion • Endings which sound like /ʃən/ spelt -ssion • Endings which sound like /ʃən/ spelt -cian • The suffix -ation 	<ul style="list-style-type: none"> • Word list – years 3 and 4 • More prefixes: sub-, inter-, super-, anti-, auto- • More prefixes: in-/im- • More prefixes: il-, ir- • Homophones and near-homophones • Personal spelling log 	<ul style="list-style-type: none"> • Word list – years 3 and 4 • Contractions (Y2) • The suffix -ous • Words ending with the /g/ sound spelt -gue and /k/ sound spelt -que 	<ul style="list-style-type: none"> • Word list – years 3 and 4 • Words with the /s/ sound spelt sc • Adding -ing, -ed to a root word ending in y, words ending in e and words of one syllable ending in vowel consonant (Y2*) including those with more than one syllable and the suffix (Y3/4*) • Apostrophes to mark plural possession • Homophones and near-homophones • Personal spelling log 	




	consonant before it (Y2) <ul style="list-style-type: none"> • Adding suffixes beginning with vowel letters to words of more than one syllable • Adding suffixes beginning with vowel letters to words of more than one syllable • Words with the /k/ sound spelt ch 				
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<p>Maths</p>  <p>Pupil Book 4A</p>  <p>Pupil Book 4B</p>  <p>Pupil Book 4C</p>	<p>Busy Ant Maths</p> <p>Unit 1</p> <ul style="list-style-type: none"> • Number and place value • Addition and subtraction • Properties of shape <p>Unit 2</p> <ul style="list-style-type: none"> • Multiplication and division including number and place value • Fractions • Position and direction <p>Unit 3</p> <ul style="list-style-type: none"> • Addition and subtraction • Decimals • Measurement (mass) <p>Unit 4</p> <ul style="list-style-type: none"> • Multiplication and division including number and place value • Decimals 	<p>Busy Ant Maths</p> <p>Unit 5</p> <ul style="list-style-type: none"> • Number and place value • Addition and subtraction • Properties of shape <p>Unit 6</p> <ul style="list-style-type: none"> • Multiplication and division including number and place value • Fractions • Measurement (length) <p>Unit 7</p> <ul style="list-style-type: none"> • Addition and subtraction • Addition and subtraction • Statistics <p>Unit 8</p> <ul style="list-style-type: none"> • Multiplication and division • Decimals • Measurement (perimeter and area) 	<p>Busy Ant Maths</p> <p>Unit 9</p> <ul style="list-style-type: none"> • Number and place value • Addition and subtraction including measurement (money) • Properties of Shape <p>Unit 10</p> <ul style="list-style-type: none"> • Multiplication and division • Fractions • Measurement (volume and capacity) <p>Unit 11</p> <ul style="list-style-type: none"> • Addition and subtraction including measurement (money) • Decimals • Position and direction <p>Unit 12</p> <ul style="list-style-type: none"> • Multiplication and division • Multiplication and division
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	<ul style="list-style-type: none"> Measurement (time) 				<ul style="list-style-type: none"> Statistics 	
<p>Key Vocabulary</p> <p>Number and place value: negative numbers, roman numerals, 1000 more, 1000 less, thousands, round</p> <p>Addition and subtraction: 4-digit number, operations, methods</p> <p>Multiplication and division: factor pairs, formal written layout, distributive law, remainders</p> <p>Fractions, decimals and percentages: decimal equivalence, hundredths, convert, proper fractions, improper fractions, decimal point</p> <p>Measurement: kilometres (km), rectilinear figure, area, convert</p> <p>Geometry: isosceles, equilateral, scalene, trapezium, rhombus, parallelogram, kite, geometric shapes, quadrilaterals, co-ordinates, first quadrant, grid, translation, plot, polygon, axis</p> <p>Statistics: time graph, discrete data, continuous data, line graph, comparison problem, sum problem, difference problem, calculate, interpret</p>						
<p><u>Busy Ants Maths Year 4 Medium Term Plans</u></p>						
<p>Cross-curricular Mathematics</p>	<p>Measuring distance in Greeks</p>  <p>Measurement in DT Date and time in History</p>	<p>Graphs and charts in Science Keys and chart in Geography Date and time in History</p>	<p>Venn diagrams in Science</p>	<p>Charts, scales and tables in Geography – Earthquakes Measurement in DT</p>	<p>Recording data in Science Date and time in History</p>	<p>Date and time in History</p>
<p>Science</p>	<p>Electricity</p> <p><i>Line of scientific enquiry examples:</i></p> <p><i>Fair testing: Can I find out which metal is the best conductor of electricity?</i></p> <p><i>Identifying and classifying: Can I group electrical devices based on where the electricity comes from?</i></p> <p><i>Observation over time: How long</i></p>	<p>Sound</p> <p><i>Line of scientific enquiry examples:</i></p> <p><i>Fair testing: Can I find out whether a larger sized drum will make a louder sound than a smaller sized drum?</i></p> <p><i>Identifying and classifying: Can I identify what is vibrating to make a sound?</i></p> <p><i>Pattern seeking: Can I find patterns</i></p>	<p>Living Things and their Habitats</p> <p><i>Line of scientific enquiry examples:</i></p> <p><i>Identifying and classifying: Can I group living things using a Venn diagram?</i></p> <p><i>Observation over time: Can I state how changes to the environment have affected endangered species?</i></p> <p><i>Pattern seeking: Can I identify invertebrates by observing their</i></p>	<p>Animals Including Humans: Teeth and Digestion</p> <p><i>Line of scientific enquiry examples:</i></p> <p><i>Fair testing: Can I find out which liquid has the greatest effect on an eggshell?</i></p> <p><i>Identifying and classifying: Can I identify different types of teeth and state their function?</i></p>	<p>States of Matter</p> <p><i>Line of scientific enquiry examples:</i></p> <p><i>Fair testing: Can I investigate whether gas has any weight?</i></p> <p><i>Identifying and classifying: Can I sort different materials and objects into solids, liquids and gases?</i></p> <p><i>Observation over time: How does the level of water in a glass change when left on the</i></p>	<p>The Water Cycle</p> <ul style="list-style-type: none"> Stages of the water cycle Links to geography learning <p>Lord Kelvin (Temperature of absolute zero)</p> <p>Chester trip. Incorporates visiting the River Dee to discuss the water's journey as part of the water cycle.</p> <p>Y1 and Y2 - Materials</p>

	<p>does a battery light a torch for?</p> <p>Pattern seeking: Can I find out which room has the most electrical sockets in a house?</p> <p>Research: Can I research and find key facts about Nikola Tesla's inventions?</p> <ul style="list-style-type: none"> • Where do we get electricity from? • Dangers of electricity • Research project about Nikola Tesla • How do you make a complete circuit? • Comparing conductors and insulators • Making our own switches to add to a circuit <p>COP∞ – Renewable energy</p> <p>EYFS – Understanding the world</p>	<p>in the pitch of a sound from glasses of water?</p> <p>Research: Can I find out who invented microphones?</p> <ul style="list-style-type: none"> • Identify how sounds are made. • What changes to make the sound louder and quieter? • Workings of the inner ear • Changing the pitch of sound • Making our own musical instruments <p>James West and Gerhard M. Sessler (microphone used in modern phones)</p> <p>EYFS – Understanding the world</p>	<p>similarities and differences?</p> <p>Research: Can I understand the importance of conservationists like Gerard Durrell?</p> <ul style="list-style-type: none"> • Explain what makes things living • Grouping living things into different categories • Differences and similarities between vertebrates and invertebrates • Write a fact file about an invertebrate • Complete a bug hunt around the school grounds • How do environmental changes affect living creatures? <p>Gerard Durrell (Unique plants and animals)</p> <p>Nilange Jayasinghe (Manager on the Wildlife Conservation team at WWF)</p>	<p>Observation over time: Can I observe what happens to an egg left in cola?</p> <p>Pattern seeking: Do all carnivores have the same teeth?</p> <p>Research: Can I find out about the invention of modern toothpaste?</p> <ul style="list-style-type: none"> • Identify the different types of teeth and their function • Compare human and animal teeth • Describe the functions of the digestive system • Understand what a food chain is <p>Washington Sheffield (Toothpaste)</p> <p>Y3 - Animals including humans</p>	<p>windowsill?</p> <p>Pattern seeking: Can I find out how evaporation rates change as you add more salt to water?</p> <ul style="list-style-type: none"> • What are different states of matter? • Properties of water – investigation, melting • Understanding boiling and the evaporation process <p>Y1 and Y2 - Materials</p>	
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			<p>COP∞ – Environmental changes to habitat</p> <p>Xplore in Wrexham. Workshop to demonstrate digestion. Practical activities with the human skeleton. Information about different food groups.</p> <p>Year 2 - Living Things and Their Habitats</p>		
	<p>Key Vocabulary</p> <p>Electricity – electricity, electrical appliance/device, mains, plug, electrical circuit, symbol, generate, renewable, non-renewable, electrons</p> <p>Sound – sound wave, source, vibrate, vibration, travel, pitch (high, low), volume, amplitude, faint, quiet, loud, insulation, particles, distance, soundproof, absorb sound, vacuum, ear drum</p> <p>Living Things in their Habitats – classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate herbivore, carnivore, omnivore, producer, predator, prey</p> <p>Animals Including Humans (Teeth and Digestion) – digestive system, digestion, mouth, teeth, saliva, oesophagus, salivary gland, liver, gall bladder, duodenum, stomach, small intestine, large intestine, rectum, anus, incisor, canine, molar, premolar, herbivore, carnivore, omnivore, producer, predator, prey</p> <p>Materials (States of Matter and The Water Cycle) – solid, liquid, gas, water vapour, heating, cooling, state change, melting, freezing, melting point, boiling, boiling point, evaporation, condensation, temperature, water cycle, precipitation</p>				
Working Scientifically	<ul style="list-style-type: none"> • Ask relevant questions and use different types of scientific enquiries to answer them • Set up simple practical enquiries, comparative and fair tests • Make up systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Gather, record, classify and present data in a variety of ways to help in answering questions • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Identify differences, similarities or changes related to simple scientific ideas and processes • Use straightforward scientific evidence to answer questions or to support their findings 				
Geography	<p>Small areas of the World – Europe</p> <ul style="list-style-type: none"> • Understand maps and be able to create my own key 	<p>Volcanoes and Earthquakes</p> <ul style="list-style-type: none"> • Explain what is under the surface of the Earth 	<p>Rivers/water</p> <ul style="list-style-type: none"> • Describe and understand the water cycle. • Explain how clouds and rain are formed 		

	<ul style="list-style-type: none"> • Look at some different types of maps including digital maps • Use simple maps to complete an orienteering course  <ul style="list-style-type: none"> • Research the geographical features of a country <p>Year 1 – Our World Year 2 – Geographical similarities and differences between Guilden Sutton and Daintree Year 3 – UK</p>	<ul style="list-style-type: none"> • Understand and describe the key aspects of a volcano • Debate if people should live near volcanoes • Understand and describe the key aspects of earthquakes • Plot the locations of volcanoes and earthquakes on maps <p>Year 3 Science – Rocks and fossils</p>	<ul style="list-style-type: none"> • Understand how drinking water is cleaned • Explain the causes and effects of flooding • Look at the causes and effects of water pollution • Carry out fieldwork to identify the features of the River Dee and its usage <p>COP∞ – flooding/climate change</p>
<p>Key Vocabulary Europe, map key, symbol, compass, Netherlands, Syria, climate, border, physical geography, human geography, volcanic eruption, tectonic plate, ring of fire, active, dormant, extinct, lava, magma, Richter scale, water cycle, river, River Dee, upper course, middle course, lower course, waterfall.</p>			
<p>History</p>	<p>Greeks</p> <ul style="list-style-type: none"> • Why did Ancient Greece become so important? • What is democracy? (then and now) • Understand the differences between Athens and Sparta • Investigate how and why the Olympics were invented and compare the ancient Olympic games and modern-day Olympic games • Compete in some Olympic based events  <ul style="list-style-type: none"> • Looking at different pieces of Greek architecture • Research Greek gods and goddesses and compare them to Ancient Egyptian gods and goddesses • Evaluate the Greeks achievements and their influence on the Western world 		<p>Romans – a local study of Chester</p> <ul style="list-style-type: none"> • Recall facts about the Roman invasion of Britain • Why were Roman roads built in Britain? • The resistance of Queen Boudicca. • How was Hadrian’s wall made? • Understand the religious beliefs of the Romans • Explain what the Roman baths are and how they are used • Identify primary sources showing evidence of the Romans in Chester • Understand the lasting impact that the Roman’s had on Chester • Understand the cause of the Roman decline and the effect it had on Britain <p>Visit to Chester Walls and Museum. Cross curricular link to the features of the River</p>  <p>Dee</p>

	<p>Key Vocabulary Specific-The Romans, Julius Caesar, Roman baths, empire, emperor, invasion, settlement, migration, resistance, settlers, impact, effects, democracy, culture, withdrawal, conquer, revolt, outpost, Christianity, The Ancient Greeks, architecture, Spartan, Olympics, Athens, Parthenon, Athenian. General-BCE, CE, AD, timeline, century, millennium, era, chronological, archaeologist, historian, source, artefact, evidence, reliability, achievements, concurrent, global history, British history, comparisons.</p>					
Religious Education	<p>Holy Spirit</p> <ul style="list-style-type: none"> Understand why the Holy Spirit is important to Christians Understand what takes place in different types of baptism services Describe the differences between infant baptism and believers' baptism in the church <p>Year 2 – Baptism and Holy Spirit Year 3 – Holy Spirit</p>	<p>Incarnation – Christmas Story</p> <ul style="list-style-type: none"> What is Good News? Recount the Christmas story Finding the good news in different Bible texts Understand why Christians celebrate Candlemas Why is light important to Christians at Christmas? <p>All previous year groups</p>	<p>Judaism</p> <ul style="list-style-type: none"> What do Jewish people believe? The origins of the Ten Commandments The importance of the covenant to Jewish people Describe the key features of a synagogue State why the Passover is important in Judaism <p>Year 2 – Judaism</p>	<p>Salvation – Easter Story</p> <ul style="list-style-type: none"> What are the characteristics of a good leader? What characteristics does the Bible say that Jesus has? Define the word 'Messiah' Describe how the Easter Story shows that Jesus is the Messiah <p>St John's Church (Understanding of the Easter Story)</p>	<p>Creation</p> <ul style="list-style-type: none"> Recount the story of creation from the Bible Similarities and differences in the creation story from verses from Genesis Compare different creation stories to the Christian story – Sikhism, Hinduism and aboriginal creation stories 	<p>Sikhism</p> <ul style="list-style-type: none"> Explain which festivals are important in the Sikhism religion Understand their main beliefs Explain similar aspects of a Gurdwara Explain how Sikhs worship and share food at the Langar <p>Year 3 – Sikhism</p>
<p>Key Vocabulary Holy Spirit – Baptism, immersion, infant baptism, Godparents, Trinity, Holy Spirit. Incarnation – Nativity, Incarnation, Luke's gospel, Matthew's gospel, good news, Candlemas. Judaism – Judaism, Jew, Torah, Synagogue, Shabbat, Hanukkah, Shema, Covenant, Israel, Pesach/Passover, Rabbi. Salvation – Jesus, Saviour, Messiah, Prophecy, Prophet. Creation – Creation, Genesis, bible, origins, beginnings. Sikhism – Sikhism, Guru Granth Sahib, Langar, Gurdwara, Equality, Kirtan, Katha, Khanda, Shri Harmandir Sahib</p>						

Year 4 RE Medium Term Plans

Physical Education



Dance

Modern Jazz (based Primary Grade)

- Expand and relax – steps broken down, improved and continued
- Hand isolations – steps broken down, improved and continued
- Triplets – steps broken down, improved and continued

Musical Theatre (based on Stage One Musical Theatre and Grade One Theatre Craft)

- Story telling through song and dance – using gestures and facial expression
- Step ball change
- Kicks

Invasion games

- Understanding and implementing rules
- Applying tactics to games needed for the specific sporting activity
- Effectively attack and defend, understanding the differences between the two

Circuits

- Importance of warm-up and cool-down
- Understanding body conditioning (endurance, resistance, high intensity, target strength building, muscular endurance)
- Understanding the affects that circuit training has on anatomy and physiology

Swimming

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively
- Perform safe self-rescue in different water-based situations

Aims and objectives for the end of KS2

Gymnastics

- Work collaboratively to perform balances and sequences
- Provide constructive feedback to groups
- Understand a wider range of themes for shapes and balances

Net games


- Return the ball after a bounce
- Using a backhand stroke to return the ball
- Develop the ability to perform both backhands and forehands

Athletics



- Passing the baton on the move
- Develop and improve sprint technique to improve speed


Striking and fielding games

- Underarm and overarm bowl to a partner
- Strike the ball when bowled to them

	<p>Kingswood Colomendy (Outdoor and Adventurous activities)</p>		
	<p>Key Vocabulary Underarm, jump, land, pass, catch, roll, balance, run, jog, teams, attack, defend, space, coordination, long barrier, chest pass, bounce pass, spatial awareness, possession, space, body tension, stage chart, 7 dance elements (travel, turn, jump, balance, levels, gesture, musicality)</p>		
<p>Art</p>	<p>Focus Artist: Maria Thomas and Rick Roberts <i>Famous illustrators study: Quentin Blake (classic), Axel Sheffler (cartoon), Carter Higgins (abstract)</i> Focus Skill: Drawing (Zentangle)</p> <ul style="list-style-type: none"> • Create accurate observational drawings • Work on a variety of scales • Consider scale and proportion • Understand how to draw different parts of the face with more detail (Hope hands portrait) • Use shading to add texture to the drawing and to show light and shadow (hatching and cross hatching) • Adapt and refine ideas as they progress, annotating sketchbooks with explanations of ideas • Draw for a sustained period of time • Collect and record visual information • Develop techniques to create intricate patterns (Zentangle) • Compare the work of different illustrators • Create some of my own illustrations, inspired by research <p>Year 1 and 2 – Self Portraits</p>	<p>Focus Artist: Michelle Reader Focus Skill: Sculpture (recycled)</p> <ul style="list-style-type: none"> • Discuss the work of other sculptors and architects and how these have influenced their own work / designs • Work with a group to decide the best way to join and secure materials together • Think more about the aesthetics of a piece • Work in a safe, organised way, caring for equipment • Secure work to continue later • Adapt work when necessary and explain why • Demonstrate awareness in environmental sculpture • Create an animal sculpture inspired by Michelle Reader (using recycled objects) <p>Focus Skill: Collage</p> <ul style="list-style-type: none"> • Animal based collage • Research key features of collage • Use mixed media to add differences to collage • Accurately make repeated patterns • Cut with increasing accuracy • Combine pattern, colour and shape to show detail in my animal collage • Use sketchbooks to design animal collages based on Michelle Reader 	<p>Focus Artist: Claude Monet Focus Skill: Painting</p> <ul style="list-style-type: none"> • Make tints, tones and shades using white, grey and black • Observe colour and suggest why it has been used • Independently choose the right paint and / or equipment for the task. • Select colour to reflect mood • Explore different brush strokes and why / when they might be used • Begin to discuss how they are influenced by the work of other artists • Be able to mix colours with accuracy to match objects • Learn about Monet and Impressionism – compare with post-Impressionism • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines <p>Year 3 – Watercolour painting</p>

		<ul style="list-style-type: none"> Carefully choose colours to make the artwork 'pop' (contrasting background and foreground) Use ripping or cutting to select pieces to make the right shape for the animal Understand different glues and how they can be used to stick materials together <p>COP[∞] - recycling Easter Egg Competition</p>	
	<p>Key Vocabulary Collage – tissue, layers, organic shapes, geometric shapes, background, objective art, abstract art Drawing – medium, textures, tones, graduating tones, shading, Zentangle, hatching, cross-hatching Painting – tint, tone, shade, hue, Impressionism, Post-Impressionism Sculpture – join, secure, aesthetics, sculptor, 3D</p>		
Design Technology	<p>3D Nets to create homes – Structure</p> <ul style="list-style-type: none"> Can I identify different types of nets and state what 3D shapes they make? Can I understand how boxes are made up, designing nets that will make 3D shapes? Can I design and develop a product to meet a design brief? Can I select appropriate materials to use to make my box whilst also selecting other materials to make the product attractive in appearance? Can I evaluate my ideas against the design criteria and consider improvements to my work? Can I select and use a range of tools to aid me in cutting, sticking and creating my home? <p>Designer: Norman Foster</p>	<p>Moving Models – Mechanisms</p> <ul style="list-style-type: none"> Can I develop an understanding of simple pneumatic systems? Can I work as part of a team to design and make a model monster with at least one moving part controlled by a pneumatic system? Can I select from and consider the use of a range of materials according to their functional properties? Can I regularly collaborate with my peers and consider the views of others to improve my work? <p>Designer: James Dyson</p>	<p>Money containers – Textiles</p> <ul style="list-style-type: none"> Can I demonstrate sufficient understanding and skills in working with textiles to design and make a money container? Can I complete different designs and identify the different stages of making my money container? Can I evaluate existing products and test my design to help me select my final design? Can I make a money container that is functional, fit for purpose and meets their design criteria? Can I evaluate my final product and can suggest improvements for next time? <p>Designer: Paul Smith</p>
	<p>Key Vocabulary Design, evaluate, research, prototype, material, construct, structure, joining, technique, scale, net, tab, pneumatic pump, pneumatic system, air pressure, compress, syringe, tubing, wallet, purse, running stitch, over stitch</p>		
Music	Samba Drums – Music for Life	Brass – Music for Life	Guitar – Music for Life

	<p>Key vocabulary: Drums, imagination, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, melody</p> <p>Music for Life Concert</p>	<p>Key vocabulary: Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison.</p> <p>Music for Life Concert</p>	<p>Key vocabulary: Structure, pulse, rhythm, pitch, bridge, backbeat, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose</p> <p>Music for Life Concert</p>
<p>Music Year 4 – Knowledge and Skills</p>			
	<p>Online safety</p> <ul style="list-style-type: none"> To understand some of the methods used to encourage people to buy things online. To understand that technology can be designed to act like or impersonate living things. To understand that technology can be a distraction and identify when someone might need to limit the amount of time spent using technology. To understand what behaviours are appropriate in order to stay safe and be respectful online. <p>Computer systems and networks – Collaborative learning</p> <ul style="list-style-type: none"> To understand that software can be used collaboratively online to work as a team. To know that you can use images, text, transitions and animation in presentation slides 	<p>Programming 1 – Further coding with Scratch</p> <ul style="list-style-type: none"> To understand that a variable is a value that can change (depending on conditions) and know that you can create them in Scratch. To know what a conditional statement is in programming. <p>Programming 2- Computational thinking</p> <ul style="list-style-type: none"> To understand that pattern recognition means identifying patterns to help them work out how the code works. To understand that algorithms can be used for a number of purposes e.g. animation, games design etc. <p>Safer Internet Day</p>	<p>Data Handling – Investigating weather</p> <ul style="list-style-type: none"> To know that computers can use different forms of input to sense the world around them so that they can record and respond to data. This is called ‘sensor data’. To know that a weather machine is an automated machine that responds to sensor data. To understand that weather forecasters use specific language, expression and pre-prepared scripts to help create weather forecast films.
<p>Key Vocabulary Online safety - accuracy, advantages, advertisements, belief, bot, chatbot, distractions, hashtag, implications, in-app purchases, influencer, recommendations, risks, screen time, search results, snippets, sponsored, trustworthy Computer systems and networks – Collaborative learning - average, collaboration, conditional formatting, contribution, edited, format, freeze, insert, multiple choice, numerical data, presentations, resolved, reviewing comments, slides, spreadsheets, suggestions, survey, teamwork, themes, transitions</p>			

	<p>Programming 1 – Further coding with Scratch - broadcast block, conditional, coordinates, features, negative numbers, orientation, parameters, position, script, stage, variables</p> <p>Data Handling – Investigating weather - backdrop, climate zone, cold, condensation, cylinder, degrees, evaporation, extreme weather, forecast, heat sensor, lightning, measurement, pinwheel, presenter, rain, script, sensitive, sensor data, solar panel, tornado, warm, weather, weather forecast, wind</p> <p>Programming 2- Computational thinking - computational thinking, logical reasoning, pattern recognition</p>					
<p>French</p> 	<p>Class rules in French Lessons.</p> <p>Revisions: Greetings</p> <p>Le cahier de français: Prénom, nom de famille, le drapeau français</p> <p>Class instructions</p> <p>Locate France, Paris... Match the flag.? Linguafun. Est ce le Drapeau de..? C'est ..</p> <p>Date: Days of the week /Months /seasons</p> <p>Weather Paper work. (word search/match sentences.)</p> <p>Numbers 1-60</p> <p>Colours</p> <p>Grammar points (Fill in the blank for determiner/masc/f</p>	<p>Culture: Halloween /All saints /Toussaint / Text Recall Previous</p> <p>Feelings /Les sentiments (j'ai peur, j'ai froid, je suis triste...) (slides? les monstres) Recall Verbs to have, to be...</p> <p>Culture: 11 Nov/ Le jour du souvenir. Colouring to extend vocabulary.</p> <p>Recall Determiners/ Plural/ Phonics</p> <p>Numbers up to 60 (writing)</p> <p>Recall Christmas voc. (dice/memory) + Songs</p> <p>Merry Christmas/Joyeux Noël (Paper work: Xmas letter: je voudrais...) How to use a bi-lingual dictionary.</p>	<p>Happy new year/ Bonne année</p> <p>Recall Culture/ 6 Jan: l'Épiphanie Les ingrédients et les ustensiles.</p> <p>Song/Chanson: Vive le vent...</p> <p>Recall Culture/ 2 Feb: la chandeleur (Candlemas)/ text Crêpes/pancakes...</p> <p>Numbers up to 70</p> <p>New song</p> <p>Sports + Verbe jouer (to play)</p>	<p>[Culture: Mardi gras (Shrove Tuesday) Carnival, Crêpes... text]</p> <p>All about me/ puzzle piece: Gramm: Ask politely/ question form/ verb position: Quel âge a tu ? J'ai..... Ou habites-tu? + Verbe habiter (to live) J'habite a.... en Angleterre.</p> <p>Culture/20 March/ Francophonie day! Continents (pictures of people and places around the world: Eg: Il habite en Afrique....)</p> <p>Culture/Fête des mères (Mother day/ different date in France)/ Recall family members + fille/fils/fille</p>	<p>Recall Animals (pets/farm/zoo) + new +Recall Habitats vocabulary /Paperwork / Sentence building: L'elephant habite dans la jungle...</p> <p>[Culture/ 1 Mai: Fête du travail]</p> <p>Express like and dislikes... Sentence building: j'aime, je n'aime pas, j'adore, je deteste... Gram: Negative form of verb. By pairs: Eg: aimes tu les chiens? Non, je n'aime pas les chiens...</p> <p>Ask and answer questions about siblings and pets. Gram: Question verb/sujet.? + Est ce que...?</p>	<p>School subjects</p> <p>Culture/ 19 june: Fête des pères (Father's Day) Gram: mon/ma/mes + other possessives. + Paper work: Word search</p> <p>Culture/ 21 Juin: Fête de la musique (recall all songs), plus recall instruments Game: Le musicien ?</p> <p>Multiples of 10:10-100 New song. Practice numbers. (Bingo)</p> <p>Culture/ Bastille day - 14 Juillet</p>

	<p>em how to identify them...)</p> <p>L'alphabet/ Recap all vocabulary Game/Jeu: le pendu (hang man) to reinvest Alphabet Review main phonics</p> <p>Songs (le livre des chansons francaises + individual booklet)</p>			<p>unique...etc... Draw the family. Conversation: As-tu des freres et des soeurs? Linguafun.</p> <p>Personal Description: Adjectives for describing hair and eyes. Size (adj agreement)Petit/gr and Songs: recall Verbe avoir (to have) + Recall verbe etre (to be)</p> <p>Culture/mid April: Joyeuses Paques Recall Easter vocabulary and song.</p>		
<p>Happy birthday /Joyeux anniversaire ton anniversaire? Mon anniversaire est le</p> <p>Happy holidays / Bonnes vacances</p> <p>Classroom instructions: Faites un cercle, Asseyez-vous, Levez- vous, Levez la main, Chut taisez-vous, Regardez, Ecoutez, Oui, Non, S'il vous plait, Chantez, Comptez...+ Excusez moi, Pardon, Écrivez, Dessinez, Coloriez, Découpez, Pliez, Coller, Distribuez, Ouvrez, Fermez, Rangez , Répétez, Croisez les bras.</p> <p>Date: day, number, month.</p> <p>Various Grammar points: Gender nouns: Masculine/feminine, Simple Plural, Adjectives agreement and words order, Definite (le,la,les) & Indefinite (un,une,des) articles, Partitive articles (du/de/des), Formal and unformal (tu/vous), Learning how to ask questions... Negative form (ne....pas), Prepositions of places: en, au, a la, aux, dans, sous, dessus, a cote...</p> <p>More French Phonics /Graphems Use of bilingual dictionary. New: Sentence building: Present tense simple verbs and simple pronouns: Etre, Avoir, Aimer, Aller, Manger... New: habiter, jouer, faire.</p>						
<p>PSHE/Sex and Relationships/Safeguarding</p>	<p>Me and my Relationships Ok or not ok?</p>	<p>Valuing Difference Islands</p>	<p>Keeping Safe Keeping ourselves safe</p>	<p>Rights and Respect Who helps us stay healthy and safe?</p>	<p>Being My Best What makes me ME!</p>	<p>Growing and Changing My feelings are all over the place!</p>



<ul style="list-style-type: none"> • Explain what we mean by a 'positive healthy relationship' • Describe some qualities they admire in others <p>Ok or not ok part 2</p> <ul style="list-style-type: none"> • Recognise times and describe appropriate strategies for saying 'No' to a friend <p>When feelings change</p> <ul style="list-style-type: none"> • Demonstrate feelings through facial expressions and body language • Recognise feelings can change with further information <p>Under pressure</p> <ul style="list-style-type: none"> • Suggest strategies to respond to bullying 	<ul style="list-style-type: none"> • The right to protect personal body space • Recognising that non-verbal signals can show how people feel when others are close to their body space • Suggest people they can talk to if they feel uncomfortable with people's actions towards them <p>Friend or acquaintance?</p> <ul style="list-style-type: none"> • Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances) • Give examples of features of these different type of relationships, including how they influence what is shared 	<ul style="list-style-type: none"> • Describe stages of identifying and managing risk • Suggest people who can help manage risk <p>Raisin challenge (2)</p> <ul style="list-style-type: none"> • Understand we can be influenced both positively and negatively • Give examples of some consequences of behaving in a risky, unhealthy or unacceptable way <p>How dare you</p> <ul style="list-style-type: none"> • Define what is meant by the word 'dare'; • Identify from given scenarios which are dares and which are not; • Suggest strategies for managing dares. 	<ul style="list-style-type: none"> • Explain how different people (school/ community) can help them stay healthy and safe • Define what is meant by 'being responsible' • Describe the various responsibilities of those who help them stay safe and healthy • Suggest ways they can help the people who keep them healthy and safe <p>It's your right</p> <ul style="list-style-type: none"> • Understand that humans have rights and also responsibilities; • Identify some rights and also responsibilities that come with these. 	<ul style="list-style-type: none"> • Identify ways in which everyone is unique • Appreciate their own uniqueness • Recognise that there are times when they and their friends will make the same choices and others when they will choose differently <p>Making choices</p> <ul style="list-style-type: none"> • Give examples of choices they make for themselves and choices others make for them; • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. <p>Harold's Seven Rs</p> <ul style="list-style-type: none"> • Understand the ways in which they can contribute to the care of the environment 	<ul style="list-style-type: none"> • Name positive and negative feelings • Understand how puberty has emotional as well as physical impact • Suggest why young people may fall out with parents • Role play how to compromise <p>Secret or surprise?</p> <ul style="list-style-type: none"> • Define terms 'secret' and 'surprise', know the difference between a safe/ unsafe secret • Recognise how surprises/secrets make them feel • Know who can help if a secret made them feel uncomfortable <p>Together</p> <ul style="list-style-type: none"> • Understand marriage is a commitment to be made freely not against will • Recognise marriage includes same and opposite sex partners
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	<ul style="list-style-type: none"> Understand who/where pressure to behave in an unacceptable, unhealthy or risky way may come from 	<p>That is such a stereotype</p> <ul style="list-style-type: none"> Understand and identify stereotypes including those promoted in the media 			<p>(using some or all of the seven Rs);</p> <ul style="list-style-type: none"> Suggest ways the Seven Rs recycling methods can be applied to different scenarios. 	<ul style="list-style-type: none"> Know legal age for marriage (England and Scotland) Discuss reasons for marriage, living together, civil ceremony
<p>Key Vocabulary</p> <p>Me and My Relationships – positive, healthy, respect, responsibility, qualities, excluded, assertive, aggressive, negotiate, facial expression, body language, compromise.</p> <p>Valuing Difference – negotiation, compromise, aggressive, apologise, similarities, differences, respect, stereotype, sharing, acquaintances, body space, invade.</p> <p>Keeping Safe – danger, dangerous, risk, risky, hazard, dare, assertive, persevere, influence, consequence, privacy, medicine, drug.</p> <p>Rights and Respect – being responsible, reliable, trustworthy, safe, healthy, rules, laws, rights, responsibility, influence, opinion, respectful, anti-social behaviour.</p> <p>Being My Best – individual, unique, choices, wellbeing, mental health.</p> <p>Growing and Changing – compromise, hormones, puberty, feelings, independence, conflict, secret, surprise, uncomfortable feelings, marriage, live together, civil partnership, forced marriage.</p>						