West Cliff Primary School Curriculum Overview – Outlining the substance of Education

Year: Four	Term: Autumn	Whole Class Text (s): The Firework Maker's Daughter by Philip Pullman	Theme:

English: See English Long Term Plan	Maths: Follow Power Maths
RE Autumn Term (1 and 2) L2.8 What does it mean to be a Hindu in Britain today?	• Describe puja and how it shows Hindu faith. • Make connections with some Hindu beliefs and teachings about aims and duties in life. • Describe some ways in which Hindus express their faith through puja, aarti and bhajans. • Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. • Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. • Describe how the life of Gandhi shows Hindu beliefs in action.

	Context	Subject-specific knowledge	Subject- specific skill development	Key Expected Outcomes

History	Greeks
	
	How was life different in the Greek city states?
	
	Where can we see the influence of the Ancient Greeks today?
		Ancient Greece – a study of Greek life and achievements and their influence on the western world.
		They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
		•
			• Find the Ancient Greeks on a timeline and compare with other eras studied. .
			• Understand that Ancient Greece was made up of city states.
			  • Look at maps and link geography (climate and physical features) to implications on food production, travel and settlements.
			  • Compare Athens and Sparta.
			  • Athens—coast/port/outward looking culture/wealthy due to trade/democracy.
			  • Sparta—insular, surrounded by mountains/ military machine (all about the army)/ agriculture/oligarchy.
			• Use sources to infer
			  • The influence of religion
			• Use sources to find out
			  • the Greek culture that we sill use today (Olympics, theatre etc.)
			• Examine influences on the western world
			  • Greeks influenced people at the time (Romans)
			  • Today— the Olympic games, Ancient Greek theatres, architecture, maths, literature and many more.
			• Develop own enquiry questions. eg—which city state would you prefer to come from? Use sources to answer.
				• Create an annotated timeline within a specific period of history to set out the order that things have happened.
				• Comparison grid for Athens and Sparta.
				• Evidence of the understanding of the influence of Ancient Greece on the world today.
				• Developing enquiry questions.

			• Subject related vocabulary as well during, chronology, era, dates, time period, raid, mediaeval, homeland, exploration.	
Geography	Maps Locational knowledge	To find at least six cities in the UK on a map. To name and locate some of the main islands that surround the United Kingdom. To explain the difference between the British Isles, Great Britain and the United Kingdom. To locate the Tropic of Cancer and the Tropic of Capricorn. To plan a journey to a place in England. To know the countries that make up the European Union.	To understand latitude and longitude. To use an atlas to name and locate some of the main islands that surround the United Kingdom. To shade and annotate three maps to explain the difference between the British Isles, Great Britain and the United Kingdom. To locate the Tropic of Cancer and the Tropic of Capricorn. To plan a journey to a place in England. To know the countries that make up the European Union. Know how to describe a route.	Annotated maps of the British Isles, Great Britain and the United Kingdom, including major islands (eg: Skye). Annotated map of the world, showing the location of the British Isles, location and extent of Europe, the Equator and the Tropics of Cancer and Capricorn. Annotated map of the UK, labelling at least six cities. A step-by-step plan for a journey from Whitby to a chosen place in England.
Art	Drawing inspired by Frida Kahlo	Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. (Frida Kahlo) To know about, and be able to demonstrate, how tools they have chosen to work with should be used effectively and with safety. Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve. Adapt their work according to their views and describe how they might develop it further Evidence the above processes through annotations in sketchbooks.	Use sketchbooks to collect and record visual information from different sources Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing. Draw for a sustained period of time at an appropriate level. Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way. Use knowledge of proportion, observation and ways to show texture to draw a self-portrait inspired by Frida Kahlo.	Still life drawings of objects using tonal shading to show 3D shape. Show surface texture with pencil. Use full range of drawing pencil when drawing still life (B-6B) Use pencil and oil pastels to create a colourful self-portrait in the style of Frida Kahlo featuring a colourful background with a range of objects and textures. Use rules of proportion to draw their faces accurately in their self-portrait.

DT	bread	• Awareness of food available – seasonality , production methods. • Developing knowledge and ability to use kitchen equipment independently • Understanding of sweet and savoury • Secure understanding of instructions and how to follow	• To follow a step-by-step plan choosing the right equipment and materials • To select the most appropriate tools and techniques for a given task • Describe how different food and ingredients come together	Children will design and make and evaluate bread How and why do the available ingredients differ? Pupils should show understanding of nutrition, cooking methods and availability of ingredients.
Computing	Learn to code 1 (continues all year) Everyone can create music Online safety (Be Internet Legends)	• Think like a computer – commands and sequences • Debugging • Functions and bits of a loop • Review and reflect • Conditional code • While loops • Algoithms • Reflect and review • Record a story with audio recorder and change your voice • Preview and select audio loops to enhance mood of a story • Edit audio recordings to create polished interviews and stories	• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • Use sequence, selection and repetition in programs; work with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work and detect and correct errors in algorithms and programs.	Software: To develop a simple educational game and debug Create a short podcast
Science	States of matter	• Compare and group materials together, according to whether they are solids, liquids or gases. • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	• Asking relevant questions and using different types of scientific enquiries to answer them. • Setting up simple practical enquiries, comparative and fair tests. • Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.	AFL will be used to gather a range of evidence from practical work and reporting including: • graph results from an investigation (e.g. temperature change over time) • design own investigation on

	Sound	• Identify how sounds are made, associating some of them with something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear. • Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Recognise that sounds get fainter as the distance from the sound source increases.	• Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Identifying differences, similarities or changes related to simple scientific ideas and processes. • Using straightforward scientific evidence to answer questions or to support their findings.	sound (pupil led investigation that they plan, perform, record and evaluate)
Music	Link to computing and science	Computing: • Use voice, sounds, technology and instruments in creative ways. • Create simple rhythmic patterns, melodies and accompaniments. <u>In music lessons :</u> Listen to and discuss pieces of music from a range of classical, popular and traditional genres including those featured in the MMC to understand the history of music. Offer comments about own and others work and ways to improve, giving justifications for responses; accept feedback and suggestions from others. Aurally identify, recognise, respond to and use musically basic symbols including rhythms from standard Western notation (crotchets and quavers) and basic changes.	See computing • Evaluate performances. • Sing and play confidently and fluently in front of others, maintaining appropriate pulse. • Sing with appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone. • Maintain an independent part in a small group when playing or singing.	See computing Become aware of the need for standard notation and identify changes in pitch on a stave. Introduce staff notation/score for Hot Cross Buns and compare pitch changes with note placement on the stave. Sing a variety of rounds, using suitable intonation, pitch, breathing etc, - London's Burning, Hot Cross Buns. Sing Wimmoweh – multi-part song , begin to understand how songs are structured with melody, harmony and bass.

				Accompany a song with drone and percussion (South Australia) Perform, record and appraise performance.
PE		*Dance (as part of carousel activities)* *Invasion Games*	• Confidently improvises with a partner or on their own. • Beginning to create longer dance sequences in a larger group. • Demonstrating precision and some control in response to stimuli. • Beginning to vary dynamics and develop actions and motifs. • Demonstrates rhythm and spatial awareness. • Modifies parts of a sequence as a result of self-evaluation. • Uses simple dance vocabulary to compare and improve work. • Vary skills, actions and ideas and link these in ways that suit the games activity. • Shows confidence in using ball skills in various ways, and can link these together. • *e.g. dribbling, bouncing, kicking* • Uses skills with co-ordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Works well in a group to develop various games. • Compares and comments on skills to support creation of new games. • Can make suggestions as to what resources can be used to differentiate a game. • Apply basic skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and combination.	To create a dance sequence, follow particular movements, demonstrate rhythm, and begin to use simple dance vocabulary to improve work. To use the appropriate skills linked in with hockey/football. To create their own games using the skills they have learnt, to make suggestions how to differentiate a game and to apply basic skills within the game to show an understanding of the difference of attacking and defending.

		Swimming – Y4 children swim continuously throughout the year.	• 25-30 metres in water unaided, co-ordination with arms and legs, use different stokes, describe how to move arms and legs together.	To achieve or work towards 25 m in length for swimming.

West Cliff Primary School Curriculum Overview – Outlining the substance of Education

Year: Four	Term: Spring	Whole Class Text (s): The BFG by Roald Dahl Stig of the Dump by Clive King	Theme:

English: See English Long Term Plan	Maths: Follow Power Maths

RE Spring Term 1 - L2.9 What can we learn from religions about deciding what is right and wrong? • Describe what temptation is and how it can affect people's behaviour. • Make links between stories about temptation examples of people being tempted now. • Describe ways in which followers of Judaism and Christianity might use the Beatitudes and Ten Commandments to help them decide right and wrong. • Explain how Golden Rule can be found in the thinking of many different groups of people including Jewish people, suggest ways Jewish people might follow the rule • Give examples of how the ten commandments might show Jewish people • how to live. • Explain that many Christians are guided to know what is right and wrong by words of Jesus, including the Beatitudes and two great commandments.	Spring Term 2 - L2.3 Why is Jesus inspiring to some people? • Connect the story of the unforgiving servant with an example of Christian life or action. • Connect the story of the feeding of the five thousand with an example of Christian life or action. • Define clearly and illustrate key Christian terms by referring to events from Holy Week and Easter. • Describe how and why Christians celebrate/mark Palm Sunday, Maundy Thursday, Good Friday and Easter day. • Identify the most important parts of Easter for Christians and say why they are important.

	Context	Subject-specific knowledge	Subject- specific skill development	Key Expected Outcomes
History	Roman Empire (Links to next unit) What was the Roman Empire and how did it become so large?	The Roman Empire and its impact on Britain Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims Gain historical perspectives by placing their growing knowledge into different contexts: economic, military, political and social history	• What is an Empire? • Where did it begin? • When did it begin? • How did it expand? How large did it get? • Link to road network / trade routes / show on maps. • Understand the spread of the Roman Empire in a geographic and chronological sense. Make links between new and existing learning. Identify the narrative of British history and begin to make links between British and world history. • Subject related vocabulary as well during, chronology, era, dates, time period, raid, mediaeval, homeland, exploration, empire, civilisation, parliament, peasantry.	• Create an annotated timeline within a specific period of history to set out the order that things have happened. • Annotated maps. • Pupils can present the answer to the enquiry question.

Geography	Place knowledge – compare and contrast (The Med – Greece)	.• To demonstrate knowledge of features about places around him/her and beyond the UK. • To identify where countries are within the Mediterranean , including Greece. • To recognise that people have differing qualities of life living in different locations and environments. • •To know how the locality is set within a wider geographical context.	• To know about the wider context of places – region, country. • To understand why there are similarities and differences between places. (compared with UK) • To explore weather patterns around parts of the world.	A comparison of Greece and the UK, looking at the countries, population, the qualities of life and environments.
Art	**Printing inspired by Aboriginal art Painting with poster paint inspired by Monet and Seurat**	Use sketchbooks and drawing purposefully to improve understanding, inform ideas and plan for an outcome (for instance, sketchbooks should show several different versions of an idea and how research has led to changes and improvements in their proposed outcome) Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures, including those linked to History topics of Greeks and Romans. Select and use relevant resources and references to develop their ideas. Question and make thoughtful observations about starting points and select ideas to use in their work	Use printing techniques to recreate the patterns and symbolism used in Aboriginal Art. Create different effects and textures with paint according to what they need for the task, including impressionism and mixing colours on the paper in the style of Monet, and using pointillism in the style of Georges Seurat. Experiment with different effects and textures including thickened paint creating textural effects in the style of Monet. Show confidence in colour mixing, using specific colour language.	Look at Aboriginal art and the stories behind it. create their own printed painting using paint and cottton-buds. Look at Seurat's pointillism and compare to Aboriginal art. Produce a Seurat-style painting. Now compare to Monet's impressionism. Copy a Monet painting. Paint their own landscape in the style of Monet.
DT	Moving cars	*NC: Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant context* • Different materials have different properties • Products with the same use can have different designs • Different tools are necessary for different jobs	*NC: Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts.* • Compare different designs of same objects and evaluate. • Annotate different products and their design features and evaluate • Select from a range of tools for different tasks	Design, make and evaluate a moving car

			• Select and give reasons for choice of materials and components. • How to strengthen, stiffen and reinforce more complex structures. • Understand and use mechanical systems in their products (gears pulleys, cams, levers and linkages)	
Computing	Continue coding Everyone can create – drawing Online safety (Be Internet Legends)	Still life composition • Use light and shadow to highlight objects and create moods • Apply rule of thirds • Animate drawing in keynote Architectural design • Use vanishing point to create depth and show perspective • Draw in one-point perspective from multiple points of view • Sketch a simple plan	• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • Use sequence, selection and repetition in programs; work with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work and detect and correct errors in algorithms and programs. • Select, use and combine a variety of software that accomplish given goals including collecting, analysing, evaluating and presenting data.	Create a still life Create plans for a dream house
Science	Electricity If time permits start this unit.	• Identify common appliances that run on electricity. • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.	• Asking relevant questions and using different types of scientific enquiries to answer them. • Setting up simple practical enquiries, comparative and fair tests. • Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	AFL will be used to gather a range of evidence from practical work and reporting including: • Build a circuit including a switch of their own design • label the parts of the digestive system and explain their functions.

	Animals, including humans.	• Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions. • Construct and interpret a variety of food chains, identifying producers, predators and prey. •	• Identifying differences, similarities or changes related to simple scientific ideas and processes. • Using straightforward scientific evidence to answer questions or to support their findings.	
Music	Samba	Listen to and discuss pieces of music from a range of classical, popular and traditional genres including those featured in the MMC to understand the history of music. Offer comments about own and others work and ways to improve, giving justifications for responses; accept feedback and suggestions from others. Sing and play confidently and fluently in front of others, maintaining appropriate pulse. Demonstrate musical quality – eg clear starts, ends of pieces/phrases, technical accuracy etc. Aurally identify, recognise, respond to and use musically basic symbols including rhythms from standard Western notation (crotchets and quavers) and basic changes. Communicate ideas, thoughts and feelings through simple musical demonstration, language, movement and other art forms, giving justifications of reasons for responses.	Evaluate performances. Suggest, follow and lead simple performance directions - start, stop, counting in, crescendo and decrescendo.. Maintain an independent part in a small group when playing or singing. Sing songs, play music in 2:4, 3:4 and 4:4 time. Understand what a rest means. Understand, play, read and write symbols for crotchet, quaver, rests, minim arranged into bars. Compose and notate using staff notation rhythmic ostinati individually and as a group, combining and playing on classroom instruments to create a samba. Follow conductor to start and stop as appropriately.	Learn to count 4:4 time. Understand what a rest means. Understand timings and symbols for crotchet, quaver, rest as walking, running, rest notes. Compose rhythmic ostinati individually and as a group. Write a rhythmical score using correct notation for ostinati and perform. Turn repeated ostinati into rhythms and perform on a range of classroom instruments. Follow conductor to start and stop as appropriately. Create a simple class samba using composed ostinati and perform. Evaluate performances.
PE		*Gymnastics*	• Links skills with control, technique, co-ordination and fluency.	To compose a sequence of a variety of body shapes and

			• Understands composition by performing more complex sequences. • Beginning to use gym vocabulary to describe how to improve and refine performances. • Develops strength, technique and flexibility throughout performances. • Creates sequences using various body shapes and equipment. Combines equipment with movement to create sequences.	using different equipment and then begin to use gymnastics vocabulary to describe how to improve and refine performances.
		Striking and Fielding *Swimming will be continuous throughout the year for Year 4.* *Dance will continue as part of carousel activities for one half term.*	Striking and Fielding • Choose and use a range of simple tactics and strategies. • Keep, adapt and make rules for striking and fielding games. • Recognise good performance and identify the parts of a performance that need improving. See Autumn Term for objectives that cover Dance and Gymnastics.	To understand the difference between striking and fielding playing a variety of games such as Kwik cricket and Rounders. To achieve or work towards 25 m in length for swimming. Children to learn a dance or sequence with the dance teacher.

West Cliff Primary School Curriculum Overview – Outlining the substance of Education

Year: Four	Term: Summer	Whole Class Text (s): Varjak Paw by S.F Said	Theme:

English: See English Long Term Plan	Maths: Follow Power Maths

RE Summer 1 L2.5 Why are festivals important to religious communities? (Eid focus) • Make links between beliefs about Jesus and the celebration of Easter. • Make links between the symbols used by churches and Christians in holy week and the celebration of Easter. • Make links between the symbols on a seder plate and their meaning. • Make links between the story of Lakshmi and practices at Divali. • Suggest what matters most to believers at Easter/Id ul Fitr/Divali/Pesach. • Identify similarities and differences between the way two Christian denominations celebrate Easter. • Identify similarities and differences between the celebration of two festivals. • Identify some of the celebrations that form a part of my own life. • Make links between things that are important in our community and celebrations that are held or could be held.	Summer 2 L2.6 Why do some people think that life is like a journey and what significant experiences mark this? • Describe how life is seen as a journey by some people. • Think of reasons why some people have rituals to mark important life events. • Describe two different Christian celebrations of belonging/initiation. • Describe what happen at a Jewish Bar or Bat Mitzvah ceremony. • Describe Hindu beliefs about the journey of life and death using key terms such as dharma, karma and moksha. • Describe the significance of the Hindu sacred thread ceremony. • Describe a wedding ceremony for two different religions. • Consider questions about the importance and significance to Christians of different forms of baptism. • Suggest reasons why some Christians baptise babies at birth and others have believer's baptism. • Suggest reasons why these ceremonies are significant to Jewish people.

	Context	Subject-specific knowledge	Subject- specific skill development	Key Expected Outcomes
History (1)	Roman impact on Britain What was the Roman impact on Britain?	The Roman Empire and its impact on Britain. •	• Recapping prior learning about the Celts and the hill forts they built to protect themselves from invaders. During the same period, in Italy, the Roman Empire had started to flourish. • Understand why Julius Cesar tried to invade Britain in 55BC and why he failed. • Sequence events related to both invasions of Britain. Turn this sequenced timeline into a scaled timeline. • To be able to consider why the accounts may have been presented differently. Explore possible reactions to Roman invasion. • Boudicca – fought back and eventually lost against the Roman army.	• Create an annotated timeline within a specific period of history to set out the order that things have happened. • Pupils can voice their opinions about Roman invasion, describing cause and effect and relate this to prior learning. • Use sources to explore a Roman achievement and

			• Cartimandua – successfully cooperated with the Romans and ruled her kingdom. • Discuss the Romanisation of Britain—cities. • Identify where on the timelines certain achievements were introduced. • What achievements would have impacted on people's lives? Eg aqueducts, sewers and baths, roads. • Identify where we can see the impact of Rome on our world today: - Architecture - Sanitation and hygiene - Roads - The calendar • Discuss the end of Roman Britain. • Subject related vocabulary as well during, chronology, era, dates, time period, raid, mediaeval, homeland, exploration, empire, civilisation, parliament, peasantry	explain why it is significant. • Debate—which is the most significant achievement. You may want to present this as a written piece. • Children research how their achievement was used during the Roman period and write a summary. Then add a comparison of how it impacts lives today.
History (2)	Our local church What does the church tell us about Whitby in the past?	A local history study.	• When was it built? • What was its purpose? • What role did it play in society then and today? • What evidence is available to us to find out about the church? Discuss the different types of evidence. • Use evidence when communicating about the church in the past. • Building and architecture, records, photographs, maps. • Subject related vocabulary as well during, chronology, era, dates, time period, raid, mediaeval, homeland, exploration.	• Position key dates on a timeline. • Write questions to pose to an expert to find out more about the church. • Information piece about our church.
Geography	Human and physical /local and global Biomes and vegetation	• To describe and understand key aspects of physical geography including biomes and vegetation belts. • To describe human features of the UK regions, cities and/or counties. • To understand the effect of landscape features on the development of a locality. • To describe how people have been affected by changes in the environment. • To explain about natural resources e.g. water in the locality. • To explore weather patterns around parts of the world.	• Know that an ecosystem is a system of plants and animals which are interconnected and working together and an ecosystem covering a large area of a continent is called a biome • Know that a biome is a natural area of plants and animals. • Know that the world is divided into lots of different biomes and they are all different depending on their climate	Evidence to show that children have an understanding of biomes and vegetation. They can identify the six main biomes and understand the differences between them.

			• · Know that there is no exact number when it comes to types of Biomes, but many people believe there are six main ones.	
Art	**Clay tile inspired by Romans or Greeks. Textiles - inspired by Indian, Indonesian or Yoruba paste resist patterns,**	Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures, including those linked to History topics of Greeks and Romans. Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. To know about, and be able to demonstrate, how tools they have chosen to work with should be used effectively and with safety.	Plan, design and make models from observation or imagination. Create surface patterns and textures in a malleable material (clay) Join surfaces of clay correctly using slip. Experiment with paste resist based on Indian, African or Indonesian - flour and water on fabric.	In sketchbooks, sketch Roman OR Greek pottery and designs. Sketch a plan of how their clay tile will look based on their research. Use slip to connect separate pieces of clay. Make a clay tile featuring EITHER Greek or Roman designs. Create surface patterns. Paste resist patterns onto white cotton. Use indigo dye to paint into the gaps.
DT	Hand puppets	*NC: Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant context* • Different materials have different properties • Products with the same use can have different designs • Different tools are necessary for different jobs	*NC: Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts.* • Compare different designs of same objects and evaluate. • Annotate different products and their design features and evaluate • Select from a range of tools for different tasks • Select and give reasons for choice of materials and components.	Design, make and evaluate a hand puppet
Computing	Coding – continued Online safety (Be Internet Legends) Everyone can create – photo	Collage composition • Build a single composition with multiple photos and other graphic elements	• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • Use sequence, selection and repetition in programs; work with variables and various forms of input and output.	. Create a personalised collage

	? Everyone can create - video	• Hide parts of a phot • Crop, mask, edit and layer photos Silent movies • Frame a shot with headroom and nose room • Identify and capture multiple shot types • Add a grip to guide shot composition Animatics • Edit a trailer in I movie • Create a storyboard • Animate drawings and objects	• Use logical reasoning to explain how some simple algorithms work and detect and correct errors in algorithms and programs. • Select, use and combine a variety of software that accomplish given goals including collecting, analysing, evaluating and presenting data.	Create a silent movie Create a movie pitch
Science	Complete or start unit – Animals, including humans. Living things and their habitats	• Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions. • Construct and interpret a variety of food chains, identifying producers, predators and prey. • Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • Recognise that environments can change and that this can sometimes pose dangers to living things. •	• Asking relevant questions and using different types of scientific enquiries to answer them. • Setting up simple practical enquiries, comparative and fair tests. • Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Identifying differences, similarities or changes related to simple scientific ideas and processes. • Using straightforward scientific evidence to answer questions or to support their findings.	AFL will be used to gather a range of evidence from practical work and reporting including: • create a classification key • research and report the impact of an aspect of environmental change to living things
Music	Listening and composing – BBC Ten Pieces Benjamin Britten's Storm and Elgar's Enigma Variations	• Communicate ideas, thoughts and feelings through simple musical demonstration, language, movement and other art forms, giving justifications of reasons for responses..	Explore how music can be used to illustrate feelings and places – BBC Ten Pieces Benjamin Britten's Storm and Elgar's Enigma Variations Compose music using variations of a theme (see BBC Ten Pieces Storm lessons) using pitched instruments, following a song structure.	Listen and respond to classical music. Use musical vocabulary confidently to describe music. Produce artwork in response to a piece of music.

		• Listen to and discuss pieces of music from a range of classical, popular and traditional genres including those featured in the MMC to understand the history of music. • Offer comments about own and others work and ways to improve, giving justifications for responses; accept feedback and suggestions from others.	Use musical vocabulary confidently to describe music performed and listened to. Produce artwork in response to a piece of music (Storm) Understand that a chord is a combination of notes and that major and minor chords can be discriminated by ear.	Make a piece of storm music. Know the range of instruments and groups of instruments that form an orchestra. Listen to chords and identify the difference between major and minor chords.
PE		*Athletics* *Net/Wall Games*	• Run for short distances and times, and for longer distances and times. • Keep a steady pace. • Practise 5 basic jumps e.g hop, step, jump. • Combine basic actions and form simple jump combinations. • Throw into a target using slinging, pushing and pulling actions. • Describe and evaluate the effectiveness of performance and recognise aspects that need improving. • Play games using throwing and catching skills. • Vary strength, length and direction of throw. • Understand how they can make it difficult for opponent to receive ball. • Understand where to stand when receiving. • Understand attack and defence tactics. • Understand rules about the games. • Describe what they do and what they find hard. • Talk about how to change the court to make it easier/harder. • Say what they do well in a game and what they need help with and what they need to practice.	Compete in a variety of sporting activities based around track and field e.g. running/throwing/jumping. To play games using throwing and catching skills. (Netball/basketball) To understand the rules of a game and learn how to make a game easier/more difficult. (Tennis)

		Swimming will be continuous throughout the year for Year 4. *Dance will continue as part of carousel activities for one half term.* Outdoor Adventurous activities	See Autumn Term for objectives that cover Dance and Gymnastics. These will be completed at the beach doing the '70 things to do at the beach' following the Year 4 targets. • Move confidently through familiar and less familiar environments, prepare self. Adapt skills and strategies as situation demands. • Explore a rock pool • Play beach cricket • Make beach bread • Follow a visual tide timetable • Dam a stream • Sit in the sea • Create an arch • Make a beach book • Can you build a driftwood raft? • Eat cockles and whelks	To achieve or work towards 25 m in length for swimming. Children to learn a dance or sequence with the dance teacher. Children to complete the 10 things for Y4 to complete at the beach.