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| Winsford High Street Community Primary Logo**Year 4 Overview**  **2023-24** | | | | | | | | | | | | | | | |
|  | **AUTUMN** | | | | | **SPRING** | | | | | **SUMMER** | | | | |
| A1 | | A2 | | | SP1 | | SP2 | | | SU1 | | | SU2 | |
| **PSHE Theme\*** | **Pride**  Local | | | | | **Respect**  National | | | | | **Empowerment**  International | | | | |
| **Theme\*** | **Ancient Greeks and Northwich**  A study of Ancient Greek society and how it has influenced the world today  A local study of Northwich | | | | | **The Anglo Saxons and UK Counties influenced by the Anglo Saxons**  A study of Anglo –Saxon life  Geography of counties linked to Anglo-Saxons | | | | | **The Vikings**  **Global Warming**  A study of Viking Britain  Global Warming and how it is changing the planet Key focus on Greta Thunberg and how she is impacting positive change | | | | |
| **English** | **Focus: Fact Files.**  Athena – The story of a goddess.  **Focus: List Poems** (poetry wk)  Lost words – Robert macfarlane  **Focus: Narrative**  Theseus and the Minotaur  Basing lessons on Pathways planning ‘Gorilla’ by Anthony Browne | | **Focus: Narrative (continued)**  Theseus and the Minotaur  Basing lessons on Pathways planning ‘Gorilla’ by Anthony Browne  **Focus: Recount diary entry**  Leon and the place between by Angela McAllister | | | **Focus: Narrative**  Anglo—Saxon boy – Tony Bradman.  **Focus: Adventure story:**  When the Giant stirred – Celia Godkin. | | **Focus: Non-Chronological Reports**  How to be a Viking – Cressida Cowell  Viking Voyages – Jack Tilt  Using pathways text: Where the Forest Meets the Sea by Jeannie Baker & Rainforests in 30 Seconds by Dr Jen Green  **Focus: Poetry: Free verse, narrative poem**  All the Wild Wonders: Poems of Our Earth. | | | **Focus: Historical Narrative**  I was there: Viking Invasion by Stuart Hill  Using Pathways text: Escape from Pompeii by Christina Balit  **Focus: Myths**  Arthur and the Golden Rope by Joe Todd Stanton | | **Focus: Explanation Letter**  Greta and the giants by  Zoe Tucker and Zoe Perisco – links to global warming  Based on Pathways planning ‘Blue John’ by Berlie Doherty.  **Focus: Haiku poem**  I am the seed that grew -  Based on Pathways planning | | |
| **Reading** | Folk Tales and Legends  Mythologica | | Falling Out of the Sky  Myth Hunter’s Travel Guide  How to be an Ancient Greek in 25 Easy Stages | | | I am the Seed that Grew the Tree  How to be an Anglo-Saxon in 13 Easy Stages | | Ariki and the Island of Wonders | | | The Dragon’s Hoard  Fantastically Great Women Who Saved the Planet | | The Problem with Plastic  Bear Grylls: The Artic Adventure | | |
| **Maths** | **Place Value**  -Count in multiples of 6, 7, 9, 25 and 1000  -Find 1000 more or less than a given number  -Count backwards through zero to include negative numbers  -Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)  -Order and compare numbers beyond 1000  -Identify, represent and estimate numbers using different representations  -Round any number to the nearest 10, 100 or 1000  -Solve number and practical problems that involve all of the above and with increasingly large positive numbers  -Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value  **Measurement: Length., perimeter and area**  **-** Convert between different units of measure [for example, kilometre to metre] -Find the area of rectilinear shapes by counting squares | | **Decimals**  -Recognise and write decimal equivalents of any number of tenths or hundredths  -Recognise and write decimal equivalents to ¼, ½ , ¾  -Round decimals with one decimal place to the nearest whole number  -Compare numbers with the same number of decimal places up to two decimal places  -Solve simple measure and money problems involving fractions and decimals to two decimal places.  **Money**  -Estimate, compare and calculate different measures, including money in pounds and pence  **Statistics**  -Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. | | | **Addition and Subtraction**  -Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate  -Estimate and use inverse operations to check answers to a calculation  -Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.  **Measure**  -Estimate, compare and calculate different measures  -Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres | | **Subtraction**  -Subtract numbers with up to 4 digits using the formal written methods of columnar subtraction where appropriate  -Estimate and use inverse operations to check answers to a calculation  -Solve subtraction two-step problems in contexts, deciding which operations and methods to use and why.  **Geometry: Position and Direction**  -Describe positions on a 2-D grid as coordinates in the first quadrant  -Describe movements between positions as translations of a given unit to the left/right and up/down  -Plot specified points and draw sides to complete a given polygon.  **Measure and statistics**  -Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs | | | **Fractions**  -Add and subtract fractions with the same denominator  **Multiplication and Division**  -Recall multiplication and division facts for multiplication tables up to 12 × 12  -Use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1; dividing by 1; multiplying together three numbers  -Recognise and use factor pairs and commutativity in mental calculations  -Multiply two-digit and three-digit numbers by a one-digit number using formal written layout  -Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.  **Money**  -Estimate, compare and calculate different measures, including money in pounds and pence  **Time**  -Convert between different units of measure [for example hour to minute]  -Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. -Read, write and convert time between analogue and digital 12- and 24-hour clocks  -Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. | | **Geometry: Shape**  -Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes  -Identify acute and obtuse angles and compare and order angles up to two right angles by size  -Identify lines of symmetry in 2-D shapes presented in different orientations  - Complete a simple symmetric figure with respect to a specific line of symmetry.  **Fractions**  -Recognise and show, using diagrams, families of common equivalent fractions  -Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.  -Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number  -Add and subtract fractions with the same denominator  **Decimals**  -Recognise and write decimal equivalents of any number of tenths or hundredths  -Recognise and write decimal equivalents to ¼, ½ , ¾  -Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths  -Round decimals with one decimal place to the nearest whole number  -Compare numbers with the same number of decimal places up to two decimal places  -Solve simple measure and money problems involving fractions and decimals to two decimal places. | | |
| **Science** | **Key concept/Skill:**  States of matter    **Know how to:**  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.    **Key questions: Can I…?**  Can I identify and compare solids, liquids and gases based on their properties?  Can I describe how particles behave in solids, liquids and gases?  What happens to the states of matter when they are heated or cooled?  Can a state of matter change into a different one?  What scientific process did the Ancient Greeks use to get/make salt? (changing states)  What is the water cycle?  Where does the water we drink come from?  Where does rain/snow/hail come from?    **Key vocabulary:**   Particle, volume, solid, liquid, gas, melting, freezing, evaporation, water cycle, condensation, dissolving, temperature, precipitation    **Cross Curricular Links:**  Geography – water cycle    **Links to Prior Learning:**  Y3 – rocks, states of matter | | **Key concept/Skill:**  Sound  **Know how to:**  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.  **Key questions: Can I…?**  Can I explain how sounds are made?  Can I explain how sounds travel?  Can I explain the link between the sound source and the pitch/volume of the sound?  What is pitch?  What is volume?  Will the pitch/volume of a sound change if the features of the source change?  Will a sound change if it is blocked?  Will a sound change if it’s source moves?  **Key vocabulary:**  Sound, source, vibration, pitch, volume  **Cross Curricular Links:**    **Links to Prior Learning:** Y3/4 states of matter | | | **Key concept/Skill:**  Animals, Including Humans    **Know how to:**  Construct and interpret a variety of food chains, identifying producers, predators and prey.    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.    **Key questions:**  What are the four types of human teeth and what are their functions?  Can I explain what some of the layers of our teeth are and what they do?  Can I name the key organs in the human digestive system and explain what they do?  Can I describe what a food chain shows?  Can I label a food chain to show predators, prey, consumers and producers?    **Key vocabulary:**  Incisor, Canine, Pre-molar, Molar, Enamel, Dentin, Gums, Pulp, Predator, Prey, Producer, Oesophagus, Stomach, Large intestine, Small intestine, Rectum, Faeces      **Cross Curricular Links:**  PE – knowledge of body/nutrition    **Links to Prior Learning:**  Y3 – nutrition, skeleton, muscles | | **Key concept/Skill:**  Living Things and Their Habitats    **Know how to:**  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.    **Key questions:**  Can I group living things according to certain criteria?  Can I describe how scientists start to group living things?  Can I read and interpret a classification key?  Can I create a simple classification key?  Can I come up with appropriate questions/criteria to group living things?  Can I investigate whether some habitats have changed over time?  Can I describe some of the reasons which have caused habitats to change over time?    **Key vocabulary:**  Habitat, Alive, Dead, Micro-habitat, Classification, Wildlife, Vertebrate, Invertebrate, Environment, Observation, Change, Species    **Cross Curricular Links:**  Geography – habitats and climate    **Links to Prior Learning:** | | | **Key concept/Skill:**  Electricity    **Know how to:**  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.    **Key questions:**  What is electricity?  Can I name some appliances which use electricity?  Can I identify some of the risks associated with using electricity?  What can we do to keep safe using electricity?  Can I name materials which would be good conductors/insulators?  Can I identify what a circuit is?  Can I identify when a circuit is open and closed (working/not working)?  Can I build my own working circuit?  Can I include a switch in my circuit?    **Key vocabulary:**  Circuit, conductor, insulator, appliance, loop, switch, resistance.    **Cross Curricular Links:**    **Links to Prior Learning:**  Y3 – states of matter, forces | | | | |
| **History** | **Ancient Greece**  **Key concept:**  Democracy / Change / VIPs of the Past (Cleisthenes)  **Know how to:**  Secure chronological knowledge, enquire and ask valid questions and answer with substantiated focused responses  **Key questions:**  How did the Ancient Greeks influence the Romans?  How have Socrates and Aristotle's philosophies affected us?  What are the similarities and differences in democracy between Ancient Greece and how we live now?  **Key vocabulary:**  Terracotta**,** Government, citizenship, influence, empire, democracy, Tyrant  **Cross curricular links:**  Geography, shared reading, Art  **Links to Prior Learning:**  Looking at timeline links to prior History from Year 3/KS1 | | | | | **Anglo-Saxons**  **Key concept:**  National / VIPs of the Past / Change / Conquest/ Invasion/ Settlement  **Know how to:**  Use a range of sources to look for evidence, Look for connections/ contrasts and trends over time  **Key questions**: Alfred the Great  Why did the Anglo –Saxons invade?  What would it have been like to be an Anglo-Saxon child?  Would you liked to have lived during the Anglo-Saxon times?  What did the Anglo-Saxon’s leave behind? Include place names (Geography), artefacts in graves.  Can you describe an Anglo-Saxon village?  Why was Alfred Great? Creation of our country as we know it today.  **Key vocabulary**:  Conquer, tribe, kingdom, invade, society, raiders, wattle and daub, Alfred the Great  **Cross curricular links:**  English, Art, Geography  **Links to Prior Learning:**  Looking at timeline links to prior History from Year 3 Romans | | | | | **Vikings**  **Key concept:**  Change / Conquest/ Invasion/ settlement  **Know how to:**  **E**xplain the significance of particular causes and effects and developments during the Viking period, Use a range of sources to look for evidence and know how these can be interpreted differently  **Key questions:**  How were the Vikings such good travellers and why was this important in their success?  What image do we have of the Vikings?  Were the Vikings vicious? Explain.  How did the Vikings take over Britain and how close did they get?  How have recent excavations changed our view of Vikings?  What can we learn about Viking settlement from a study of place name endings?  Raiders or Settlers –how should we remember the Vikings?  **Key vocabulary:**  Conquer, invade, invader, settlement, feast, descendants, monasteries, Ford, Domesday Book, Lindisfarne  **Cross curricular links:**  English, Geography  **Links to Prior Learning:**  Looking at timeline links to prior History from Year 3 Romans | | | | |
| **Geography** | **Northwich, Terracotta & Salt Works**  **Key concept:**  Comparing and contrasting, geographical fieldwork,  **Key location:**  Northwich  **Know how to:**  Understand key processes behind human/physical features, Interpret sources of information (maps, diagrams, aerial photographs and globes)  **Key questions**:  What rock is under Winsford? How do we know this?  Using maps, can you locate terracotta buildings in Winsford / Local area?  Can I use the points of a compass, four and six-figure grid references to build your knowledge of Winsford?  Can you describe the location of significant buildings/places in Winsford using grid references?  **Key vocabulary:**  Terracotta, compass points, grid references, clay, Jabez Thompson  **Cross curricular links:**  History  **Links to Prior Learning:**  Year 3 Geography- Local Winsford | | | | | **UK Counties Developed by Anglo-Saxons**  **Key concept:**  Identifying, developing locational and place knowledge  **Key location:**  UK  **Know how to**:  Name, locate, identify and compare  **Key questions:**  Can I name and locate UK counties?  Can I identify where the Anglo-Saxons invaded in the UK?  Can I compare the changes in counties’ human and physical features over time?  Can I understand and identify the different types of settlement and land use?  Can I design a settlement, using a key based on prior knowledge of land use?sss  **Key vocabulary:**  Counties, Anglo-Saxons, settlement, land use, farming, agriculture, industrial,  **Cross curricular links:**  History  **Links to Prior Learning:**  Year 3 Geography -National | | | | | **Global Warming**  **Key concept:**  Impact and change  **Key location:**  Europe, Scandinavia, Russia  **Know how to:**  Compare and understand geographical similarities and differences through the study of human and physical geography of a region of a European country.  **Key questions:**  Can I understand the positioning and significance of Arctic and Antarctic Circle?  Can I learn about Arctic tundra biomes?  What is the physical geography and climate in Scandinavia and Russia?  Can I learn about mountains and volcanoes in Scandinavia?  Can I learn about the impact of global warming on what we have looked at this half-term?  Can I understand about Greta Thunberg’s impact on the world?  **Key vocabulary:**  Global warming, Arctic and Antarctic Circle, biomes, tundra, climate  **Cross curricular links:**  English, Shared Reading, Topic  **Links to Prior Learning:**  N/A | | | | |
| **Computing** | **Key concept/ skills:**  Computing systems and networks – the internet  **Know how to:**  To explore networks and the WWW  **Key questions: Can I...?**  Can I describe the internet as a network of networks?  Can I describe networked devices and how they connect?  Can I describe how to access website on the WWW?  Can I describe how content can be added on the WWW?  Can I recognise how the content on the WWW is created by people?  Can I evaluate the consequences of unreliable material?  **Key vocabulary:**  WWW  Unreliable material  Content  Website  Internet  Network | | **Key concept/ skills:**  Creating media: audio editing  **Know how to:**  To digitally record and edit sounds.  **Key questions: Can I...?**  Can I identify how a sound can be digitally recorded?  Can I use a digital device to record sound?  Can I explain that a digital recording is stored as a file?  Can I explain that audio can be changed through editing?  Can I combine different types of audio?  Can I evaluate my editing choices?  **Key vocabulary:**  File  Audio  Editing  Recording | | | **Key concept/ skills:**  Programming A – repetition in shapes  **Know how to:**  To create and modify a program. To decompose a task.  **Key questions: Can I...?**  Can I identify that accuracy in programming is important?  Can I create a program in a text-based language?  Can I explain what ‘repeat’ means?  Can I modify a count-controlled loop?  Can I decompose a task?  Can I create a program that uses count-controlled loops?  **Key vocabulary:**  Count-controlled loop  Repeat  Text-based language  Programming | | **Key concept/ skills:**  Data and information: data logging    **Know how to:**  To use a data collector, to collect data to answer questions.  **Key questions: Can I...?**  Can I explain that data can be used to answer questions?  Can I use a digital device to collect data automatically?  Can I explain that a data-logger collects ‘data points’?  Can I use data collected over a long time to find information?  Can I identify the data needed to answer questions?  Can I collect data to answer questions?  **Key vocabulary:**  Data  Data points  Digital device | | | **Key concept/ skills:**  Creating media: photo editing    **Know how to:**  To change the composition of a photo, to edit photographs, to understand that not all images are real.    **Key questions: Can I...?**  Can I explain that digital images can be changed?  Can I change the composition of an image?  Can I describe how images can be changed for different uses?  Can I make good choices when selecting different tools?  Can I recognise that not all images are real?  Can I evaluate that changes can improve an image?  **Key vocabulary:**  Composition  Tools | | **Key concept/ skills:**  Programming B: repetition in games  **Know how to:**  To use count controlled and infinite loops in programming games. To modify loops and design a program.  **Key questions: Can I...?**  Can I develop the use of count-controlled loops?  Can I find the difference between count-controlled loops and infinite loops?  Can I develop a design that uses two or more loops?  Can I modify an infinite loop?  Can I design a project that includes repetition?  Can I create a project that includes repetition?  **Key vocabulary:**  Repetition  Infinite loop  Count-controlled loop | | |
| **D&T** | **General Objectives taught throughout all units:**   * Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces. * Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. * Draw up a specification for their design- link with Mathematics and Science. * Plan the order of their work, choosing appropriate materials, tools and techniques. * Suggest alternative methods of making if the first attempts fail. * Identify the strengths and areas for development in their ideas and products. * Confidently select appropriate tools, materials, components and techniques and use them. * Use tools safely and accurately. * Aim to make and to achieve a quality product. * Demonstrate when and make modifications as they go along. * Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests. * Evaluate their work both during and at the end of the assignment. * Record their evaluations using drawings with labels. * Evaluate against their original criteria and suggest ways that their product could be improved. * Evaluate the key designs of individuals in design and technology has helped shape the world. | | | | | | | | | | | | | | |
|  | | **Key concept/Skill:**  Structures: Shell Structures  **Know how to:**  Specific Objective: To create a waterproof structure that carries figures and stays afloat for a length of time.  **Key questions:**  Can I research and investigate different floating structures?  Can I design my own floating structure?  Can I use my design brief to make a floating structure?  Can I use materials to finalise my floating structure to ensure it is strong and waterproof?  Can I evaluate my floating structure against the design brief?    **Key vocabulary:**  Net, edge, shell, waterproofing, structure, scoring, cutting, Construction, Configuration, Features, Complex, Geometric shapes, Sturdy, Fragile, Combination, Cut, Score, Solid, Stack, Recyclable materials  **Cross curricular links:**  Maths (measure)  History (Ancient Greeks)  **Links to Prior Learning:**  N/a | | |  | | **Key concept/Skill:**  Food and Nutrition: Healthy and Varied Diet  **Know how to:**  Specific Objective: To create a flatbread to serve at a banquet.  **Key questions:**  Can I research and investigate different products on the market?  Can I create a design criteria and design my own flatbread with a target market in mind?  Can I follow a recipe and use ingredients to cook my own flatbread?  Can I evaluate my flatbread against the design criteria?  **Key vocabulary:**  heat, cook, hygiene, proving, ingredients, mixing, Name of products, Names of equipment and ingredients, Recipe, Flavour, Seasonal, Grow, Reared, Caught, Processed, Appearance, Contamination, Nutrition, Bacteria, Appetising, Hygienic    **Cross curricular links:**  Science (healthy eating)  PSHE (physical health)  Maths (measure)  History (Anglo-Saxons)  **Links to Prior Learning:**  Year 3 (soup)  KS1 units | | |  | | **Key concept/Skill:**  Electrical Systems: Simple Circuits and Switches  **Know how to:**  Specific Objective: To create an electrical board game which lights up or buzzes when played.  **Key questions:**  Can I identify the different features of a board game?  Can I design an electrical board game with user, function and purpose in mind?  Can I make the casing for my board game?  Can I evaluate my electrical board game against my design criteria?  **Key vocabulary:**  Circuit, conductor, insulator, electricity, program, prototype, control, switch, output device, input device, system, shell.  **Cross curricular links**:  Maths (measure)  Computing (programming)  Science (electricity)  **Links to Prior Learning:**  n/a | | |
|  | **General objectives taught throughout all units**   * Use taught technical skills to adapt and improve his/her work. * Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied. * Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. * Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. | | | | | | | | | | | | | | |
| **Art** | **Major**  **Key concept/Skill:**  Pottery Sculpture Greek Pot Making  **Artist:** Lucie Rie (Potter)  **Know how to:**  Plan a sculpture through drawing.  Draw familiar objects using the correct proportions.  Practise using materials to sculpt.  Create a piece of pottery using clay tools and modelling skills    **Key questions: Can I…?**  Can I research Ancient Greek Pottery?    Can I sketch using images of Ancient Greek Pottery?    Can I research a potter?  Can I practise using clay and modelling tools?  Can I design my own piece of pottery?  Can I make my own pottery?  Can I evaluate my design?  **Key vocabulary:**  Sculpt, sketch, shape, form, pottery  **Cross curricular links:**  Topic Ancient Greece  **Links to Prior Learning:** | | **Minor**  **Key concept/Skill:**  Printing - Create printing blocks using relief or impressed techniques.  **Artist:** Clare Burchell  **Know how to:**  a. use more than one colour to layer in a print;  b. replicate patterns from observations;  c. make printing blocks;  d. make repeated patterns with precision;  **Key questions:** Can I create printing blocks using relief or impressed techniques.?  **Key vocabulary:** line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers  **Cross curricular links:**  Topic – Ancient Greece  English – Greek myth ‘Theseus and the Minotaur  **Links to Prior Learning:**  Year 3 printing unit – creating a relief of sea creatures | | | **Major**  **Key concept/Skill:**  Painting- Anglo Saxon Boats  **Artist:** Katsushika Hokusia  **Know how to:**  Draw familiar objects with correct proportions.  Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes.  Use a variety of techniques e.g. marbling, silkscreen and cold water paste.  Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques.    **Key questions: Can I…?**  Can I investigate different painting effects?  Can I sketch different Anglo-Saxon boats?  Can I research an artist who has used painting techniques?  Can I create my own painting of an Anglo-Saxon boat using different skills?  Can I evaluate my painting?    **Key vocabulary:**  Painting, Anglo-Saxon, tone, colour, line  Cross curricular links: Topic: Anglo-Saxon  Links to Prior Learning:  Year 3 painting unit | |  | | | **Major**  **Key concept /skill:**  Drawing Polar Region Landscapes  **Artist:** Henry Moore  **Know how to:**  Draw familiar objects with correct proportions.  Experiment with showing line, tone and texture with different hardness of pencils;  Use shading to show light and shadow effects;  Use different materials to draw, e.g. pastels, chalk, felt tips;  Show an awareness of space when drawing.  **Key questions:** Can I explore shading using different media?  Can I use different size pencil to create tone?  Can I sketch a landscape from the polar regions using drawing techniques?  **Key vocabulary:** light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline  **Cross curricular links:**  Global Warming (Topic)  English – Greta Thunberg  **Links to Prior Learning:**  Drawing unit Year 3 | | |  |  |  | | --- | --- | --- | | **Minor**  **Key concept/skill:** Textiles designing and creating a tie dye pattern for a t shirt.  **Artist:** Zak Syroka  **Know how to:**  Design a tie dye pattern based off of artist images.  Use elastic bands to create designs.  Use a variety of complimenting colours for effect.  Tie dye a t shirt in a chosen design.  **Key questions:** Can I create a tie dye design and print this onto fabric?  **Key vocabulary:**  Tie dye, colour, design, t shirt, fabric dye  **Cross curricular links:**  **Links to prior learning:** KS1 textile unit |  |  | | | |
| **French** | **Introduction/General**    **Key concept/Skill:**  Explore the patterns and sounds of language  **Know how to:**  Listen attentively to spoken language .  Develop accurate pronunciations for numbers, basic greetings and the alphabet.  **Key questions:**  How do you count to 20?  How do say the French alphabet?  How do you recall important celebrations and the month they are in?  **Key vocabulary:**  Bonjour, salut, au revoir, ca va?, janvier, octobre, un, dix, vingt, Saint-Valentin, Paques, Noel.    **Cross curricular links:**  RE (celebrations throughout the year)  Maths (numbers)  English (alphabet, months of the year)  **Links to Prior Learning:**  Basic greetings, Numbers 0-1 | | **All About Me**    **Key concept/Skill:**  Speaking in sentences    **Know how to:**  Develop accurate pronunciations for family members, houses and pets.  **Key questions:**  How can I describe my pets?  Who is in my family?  How can I describe my house and its rooms?  **Key vocabulary:**  Salon, cuisine, salle de bain, wc, chambre(s), mezzanine, un chien, un chat, un hamster, un poisson, un lapin, mère / père grand-mère / grand-père  **Cross curricular links:**  Science (animals)  PSHE (relationships and families)  **Links to Prior Learning:**  My name is…, Age, Family (parents, brothers/sisters- how many?) | | | **At school and work**    **Key concept/Skill:**  Speaking in sentences  **Know how to:**  Engage in conversations, about subjects and write phrases from memory.  **Key questions:**  How do I recall subject names?  What is my favourite subject?  How do I recall different parts of a school day?  **Key vocabulary:**  Les maths, la musique, l’art, l’histoire, les sciences, du matin, dans l'après midi, nous avons...,  J’adore, J'aime, Je n'aime pas, Je déteste  **Cross curricular links:**  PSHE (likes and dislikes)  **Links to Prior Learning:**  Subject names | | **Hobbies**    **Key concept/Skill:**  Appreciating stories, songs, poems, and rhymes in French.  **Know how to:**  Write phrases from memory about hobbies and games.  Describe in writing and orally.  **Key questions:**  What games and hobbies do I play?  What are my favourite hobbies and games?  **Key vocabulary:**  Je joue ... Je fais...  la danse, le foot, le tennis, J’adore, J'aime, Je n'aime pas, Je déteste  **Cross curricular links:**  PSHE (likes and dislikes)  PE (sports)  PSHE (healthy lifestyle)  **Links to Prior Learning:**  Sports, Likes and dislikes, Hobbies, Preferences. | | | **Food and Drink**    **Key concept/Skill:**  Appreciating stories, songs, poems, and rhymes in French  **Know how to:**  Present ideas orally    **Key question:**  How do I order food and drink in a café?    **Key vocabulary:**  Le pain, le coca, les legumes/ les fruits  S'il vous plait puis je avoir   Excusez – moi monsieur/ madame    **Cross curricular links:**  DT (food technology)  PSHE (healthy living)  Science (food groups)  **Links to Prior Learning:**  Food and drink, Basic greetings , Likes and dislikes. | | **Out and About**    **Key concept/Skill:**  Understand basic grammar  Broaden vocabulary  **Know how to:**  Present ideas orally  Engage in conversations about the local highstreet.    **Key questions:**  How can I describe the weather?    What transport do I use to get to my local town?  What is my local Highstreet for?    **Key vocabulary:**  Aujourd’hui  il pleut, il fait beau, il y a du vent , il y a du brouillard  le bus, le taxi, le train, l'avion  **Cross curricular links:**  Science (weather)  Geography (transport)  History (locality)    **Links to Prior Learning:**   Likes and dislikes | | |
| **General Objectives taught throughout all units:**   * Listen attentively to spoken language and show understanding by joining in and responding * Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words * Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help * Speak in sentences, using familiar vocabulary, phrases and basic language structures * Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases * Present ideas and information orally to a range of audiences * Read carefully and show understanding of words, phrases and simple writing * Appreciate stories, songs, poems and rhymes in the language * Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary * Write phrases from memory, and adapt these to create new sentences, to express ideas clearly * Describe people, places, things and actions orally and in writing languages * Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. | | | | | | | | | | | | | | |
| **Music** | **Mamma Mia.**    **Key Concepts:**  Abba’s Music.  **Listening and Appraising:**  To be able to ask and answer questions about the music.  To recognise different styles of music.   To recognise the structure of songs – introduction, verse and chorus.  Recognise and identify instruments and voices you can hear.  Find the pulse/steady beat to the music you are listening to.  **Know how to:-**  Find the pulse in different pieces of music you are listening to.    Talk about the structure of song/piece of music using musical vocabulary. (introduction, verse, bridge, chorus)  Talk about the instruments and voices you can hear in a song/piece of music.   Play instrumental parts with a song, both by ear and from notation using up to 3 notes. (G,A,B)  Improvise using up to 3 notes G,A,B.  Compose a simple melody using simple rhythms and choosing notes from G,A,B, or G,A,B,D,E.  Perform and share: Perform compositions – add simple dance moves, explain to audience how you learnt/ composed this song.  **Key Questions.**  Can I compose a simple melody using notes and simple rhythms?    Can I identify voices and instruments from a song?  Can I improvise, using my own ideas within the context of the songs we are learning?  **Key Vocabulary**:  Keyboard, electric guitar, bass, drums. improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison  **Cross curricular links:**  English: Speaking and listening. | | **Glockenspiel 2.**    **Key Concepts:**  Exploring and developing playing skills using the glockenspiels.  **Listening and Appraising:**  To be able to ask and answer questions about the music.    To recognise different styles of music.   To recognise the structure of songs – introduction, verse and chorus.  Recognise and identify instruments and voices you can hear.  Find the pulse/steady beat to the music you are listening to.  **Know how to:-**  Copy and repeat more complex rhythm patterns.  Revise, read and play the notes C,D,E,F,G.  Recognise and hear changes in pitch between the notes C,D,E,F,G.  Begin to play simple tunes using the notes C.D,E,F,G.  Compose simple melodies using the notes C,D,E,F,G and simple rhythms.    Be able to record ideas musically using simple notations.  Perform and share: Perform compositions – add simple dance moves, explain to audience how you learnt/ composed this song.  **Key Questions.**  Can I compose a simple melody using a range of notes and rhythmic patterns?  Can I record my ideas using simple musical notations?  Can I talk about changes in pitch between the notes C.D,E,F,G?  **Key Vocabulary**:  Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure,  **Cross curricular links:**  English: Speaking and listening. | | | **Stop!**    **Key Concepts:**  Writing lyrics linked to a theme.    **Listening and Appraising:**  To be able to ask and answer questions about the music.  To recognise different styles of music.   To recognise the structure of songs – introduction, verse and chorus.  Recognise and identify instruments and voices you can hear.  Find the pulse/steady beat to the music you are listening to.  **Know how to:-**  Find the pulse in different pieces of music you are listening to.  Talk about the structure of song/piece of music using musical vocabulary. (Introduction, verse, chorus, rap)  Talk about the instruments and voices you can hear in a song/piece of music. (Digital/electronic sounds, turntables, synthesisers, drums)  Join in a rap song, singing in unison and in parts.  Compose lyrics for a rap song in the style of the songs learned.  Perform compositions – add simple dance moves, explain to audience how you composed this song.  **Key Questions.**  **Can** I write some lyrics for a rap song using my own ideas and themes?  Can I find the pulse when listening to a variety of music and maintain it?  **Key Vocabulary**:  Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo  **Cross curricular links:**  PSHE: Theme Bullying | | **Lean on Me.**    **Key Concepts:**  Soul/Gospel music and helping one another.  **Listening and Appraising:**  To be able to ask and answer questions about the music.  To recognise different styles of music.   To recognise the structure of songs – introduction, verse and chorus.  Recognise and identify instruments and voices you can hear.  Find the pulse/steady beat to the music you are listening to.  **Know how to:-**  To recognise the structure of songs – introduction, verse and chorus.    Recognise and identify instruments and voices you can hear.  Find the pulse/steady beat to the music you are listening to and sustain it.  Play instrumental parts with a song using up to 4 notes. (C,E,F,G)  Improvise using up to 3 notes F,G,A and simple rhythms. .  Compose a simple melody using simple rhythms and choosing notes from F,G,A, or D,E,F,G,A.  Perform and share: Perform compositions – Perform and share: using musical ideas from composition and improvisation work, and  explain to audience how you learnt/ composed this song.    **Key Questions.**  Can I compose a simple melody using a range of notes and rhythmic patterns?  Can I record my ideas using simple musical notations?  **Key Vocabulary**:  Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, pulse, rhythm, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo  **Cross curricular links:**  PSHE: Helping eah other. | | | **Blackbird.**    **Key Concepts:**  The Beatles, equality and civil rights.  **Listening and Appraising:**  To be able to ask and answer questions about the music.  To recognise different styles of music.   To recognise the structure of songs – introduction, verse and chorus.  Recognise and identify instruments and voices you can hear.  Find the pulse/steady beat to the music you are listening to.    **Know how to:-**  Talk about the instruments and voices you can hear in a song/piece of music.  Discuss if the words in the song create a picture in your imagination.  Learn the melody and words of songs and sing in unison.  Play instrumental parts with a song using up to 3 notes. C,D,E.  Improvise using up to 3 notes C,D,E and simple rhythms.  Compose a simple melody using simple rhythms and choosing notes from C,D,E or C,D,E,GG,A.    Perform and share: Perform compositions – Perform and share: using musical ideas from composition and improvisation work, and  explain to audience how you composed this song.  **Key Questions.**  Does the song tell a story?  Can I discuss the main points or theme to this song as told through the words?  **Key Vocabulary:**  Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo.  **Cross curricular links:**  History: Civil rights/ citizenship. | | | **Reflect, Rewind and Replay.**  **Key Concepts:**  The history of music, review key learning aspects from the year to consolidate learning. Developing knowledge of some of the language of music.    **Listening and Appraising:**  To be able to ask and answer questions about the music.  To recognise different styles of music.   To recognise the structure of songs – introduction, verse and chorus.  Recognise and identify instruments and voices you can hear.  Find the pulse/steady beat to the music you are listening to.  **Know how to:-**  Listen and Appraise Classical music.  Copy and repeat simple rhythm patterns.  To find and maintain a steady beat in a piece of music.    To improvise and create own rhythm patterns in response to music.  To improvise and create tunes using voices and instruments.  To compose simple tunes  using a variety of percussion instruments.  To revisit songs and pieces of music from throughout the year.  Singing- learn the lyrics and melodies of different songs – sing in unison and in parts.  Play instruments within the song  Share and perform the learning that has taken place  **Key Questions.**  Can I talk about different styles of music?  Can I recognise and name different styles of music?  Can I explore and find out about the history of classical music?  Can I explore and find out about music from different eras and famous composers?  **Key Vocabulary.**  pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise,  melody  - recognising and naming a variety of brass, string and woodwind instruments.  **Cross curricular links:**  English: Speaking and listening. | |
| **RE** | **Key concept:**  How do Jews demonstrate their faith through their communities?    **Know how to:**  To understand the importance of community to Jewish practises and beliefs.    **Key questions:**  Can I explain what happens at a Synagogue?  Can I explain what happens at Pesach?  Can I explain what is Sukkot?  Can I understand how Jews remember the giving of the Torah? (Shavuot)  Can I explain what rules there are in the Torah for Jews to follow?  Can I explain what happens during the life journey of a Jew?    **Key vocabulary:**  Synagogue  The Torah  The Ark  Bimah  Ner tamid/Eternal Light  Pesach/Passover  Seder meal  Sukkot    **Cross curricular links:**  PSHE – empathy and being open to different traditions.    **Links to Prior Learning:**  Year 2 (What do Jews believe about God?)  Year 2 (How do Jews show faith through practice and celebration?) | | **Key concept:**  Why do Christians talk about incarnation at Christmas?    **Know how to:**  To understand why Christmas is a time of celebration for Christians.    **Key questions:**  Can I understand how the Bible tells the story of Incarnation and the Nativity?  Can I explain what a Christingle is, and how it helps us to develop our understanding of the Incarnation?  Can I understand why the Incarnation is an important concept in Christianity?  Can I investigate how Christians around the world celebrate the Incarnation?  Can I explain how we can think more deeply about the incarnation using Christmas Carols?  Can I explain how Christians worship at Christmas, and which words about incarnation may be heard in Church?    **Key vocabulary:**  Incarnation  Prince of Peace  Christingle  Word made flesh  Worship  Good News  Nativity    **Cross curricular links:**  PSHE – empathy and being open to different traditions.    **Links to Prior Learning:**  Year 3 (How do Christians use the Bible?)  Year 3 (How is Jesus portrayed in art?)  Year 3 (God and why do people have faith?) | | | **Key concept:**  How do Hindus worship?    **Know how to: Key questions:**  To begin to understand Hinduism.    **Key questions:**  Can I explain the significance of aum and what a Hindu parent would want their child to know about God?  Can I explain what it means to have one God in many forms?    Can I understand why a shrine is important in a Hindu home, and how they are used to help Hindus worship?  Can I learn how Hindus worship at the festival of Holi?  Can I learn about what Hindus believe about the journey of life?    Can I explain why family values and caring for the Earth are important for Hindus?    **Key Vocabulary:**  4 Aims  Brahman  Aum  Trimurti  Brahma  Vishnu  Shiva  Ganesha  Mandir  Reincarnation    **Cross curricular links:**  PSHE – empathy and being open to different traditions.    **Links to prior learning:**  Year 3 (How do Hindus view god and celebrate Diwali?) | | **Key concept:**  How can I understand different Easter concepts?    **Know how to:**  To understand why Easter is a time of celebration for Christians.    **Key questions:**  Can I understand the Christian festival which is central to the teachings of Christianity?    Can I understand how servanthood is shown through the Easter story and through the life of a Christian today?  Can I understand the significance of the stations of the cross for Catholic Christians?  Can I understand what the concept of sacrifice means to me?    Can I explore the concept of sacrifice through Christian hymns and modern songs of worship?    Can I explore the meaning of the different symbols of Easter?    **Key Vocabulary:**  Resurrection  Servanthood  Lent  Salvation  Sacrifice  Good Friday    **Cross curricular links:**  PSHE – empathy and being open to different traditions.    **Links to prior learning:**  Year 3 (How do Christians use the Bible?)  Year 3 (How is Jesus portrayed in art?)  Year 3 (God and why do people have faith?) | | | **Key concept:**  How did Jesus teach about God and values through the parables?  **Know how to:**  To understand that Jesus taught people how to live their life through stories.    **Key questions:**  Can I discuss why Jesus taught about God through parables?    Can I explain how Jesus used the Parable of the Tax Collector and the Pharisee to explain pride and humility?  Can I explain how the parable of the Tax Collector and the Pharisee teaches about being closer to God?  Can I explain what a Christian might learn about prayer from the Parable of the Friend at Midnight?  Can I understand how the Parable of the Judge and the Widow explores the relationship between a Christian and God?  Can I explain what is the Kingdom of God and how the mustard seed helps to explore this idea?    **Key vocabulary:**  Parable  New Testament  Generosity  Redemption  Forgiveness  Faith  Neighbour  Bravery  Humility  Determination    **Cross curricular links:**  PSHE – empathy and being open to different traditions.    **Links to Prior Learning:**  Year 3 (How do Christians use the Bible?)  Year 3 (How is Jesus portrayed in art?)  Year 3 (God and why do people have faith?) | | **Key concept:**  What is Humanism?    **Know how to:**  To understand that people have different beliefs and that some people do not believe in a God/ gods.    **Key questions:**  Can I start to understand what Humanism is?    Can I understand why Humanists think human beings are special and human life is valuable?    Can I understand how Humanists decide what to believe?  Can I understand why Humanists do not believe in God/Gods?  Can I understand what Humanist celebrations tell us about what they believe?  Can I explore the reasons why Humanists believe we should live a good life?    **Key Vocabulary:**  Humanism  Reason  Atheist  Agnostic  Theist  Empathy    **Cross curricular links:**  PSHE – empathy and being open to different traditions.    **Links to prior learning:**  Year 2 (Humanism) | | |
|  | Objectives for year 4   * I can use religious vocabulary to describe some key features of religions, recognising similarities and differences. * I can make links between beliefs and sources, including religious stories and sacred texts. * I can begin to identify the impact religion has on believer's lives. * I can describe some forms of religious expression.   Objectives for year 4:   * I can identify what influences me, making links between aspects of my own and others' experiences. * I can ask important questions about religion and beliefs, making links between my own and others' responses. * I can make links between values and commitments, and my own attitudes and behaviour. | | | | | | | | | | | | | | |
| **PE** | **Gymnastics**    **Key concept:** Develop flexibility, strength, technique, control, and balance  **Know how to:** Develop competence to excel in a broad range of physical activities  **Key questions:** Can I revisit fundamental movement skills and perform a range of balances?  Can I explore new balances and move in and out of balance?  Can I use these balances to create a sequence of static balances?  Can I introduce travelling into these sequences?  Can I use the apparatus to create a short sequence of movements?    **Key vocabulary:** balance, static, sequence, travel | **Football**    **Key concept:** range of physical activities, Engage in competitive sports and activities  **Know how to:** Play competitive games and apply basic attacking and defending strategies  **Key questions:** Can I develop dribbling while on the move in 2v1 situations?  Can I practice shooting?  Can I explore the rules of football while playing in small games?  Can I improve my shooting practice to play in larger games?    **Key vocabulary:** pass, dribble, score, defend attack | **Dance**    **Key concept:** Develop flexibility, strength, technique, control, and balance  **Know how to:** Perform dances using a range of movement patterns  **Key questions:** Can I revisit the key dance concepts?  Can I explore the basic concepts of Viking/Anglo-Saxon dance?  Can I explore how rhythm impacts movement?  Can I include counting in my routine?    **Key vocabulary:** dance, travel, rhythm, beat, counting | **Netball**    **Key concept:** range of physical activities, Engage in competitive sports and activities  **Know how to:** Play competitive games and apply basic attacking and defending strategies  **Key questions:** Can I explore different types of passes?  Can I explore the rules of Bee Netball?  Can I pass and score in a game?    **Key vocabulary:** bounce pass, chest pass, | **Swimming**    **Key concept:** Develop flexibility, strength, technique, control, and balance  **Know how to:** 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  **Key questions:**    **Key vocabulary:** | | **Hockey**    **Key concept:** range of physical activities, Engage in competitive sports and activities  **Know how to:** Play competitive games and apply basic attacking and defending strategies  **Key questions:** Can I develop the push-pass technique while dribbling?  Can I improve shooting into smaller goals?  Can I develop knowledge of hockey rules and play 3v3 games?  Can I play in 4v4 situations?    **Key vocabulary:** pass, dribble, flick, obstruction | | **Swimming**    **Key concept:** Develop flexibility, strength, technique, control, and balance  **Know how to:** Swim competently, confidently, and proficiently over a distance of at least 25 metre  Use a range of strokes effectively  Perform safe self-rescue in different water-based situations  **Key questions:**    **Key vocabulary:** | **Basketball**    **Key concept:** range of physical activities, Engage in competitive sports and activities  **Know how to:** Play competitive games and apply basic attacking and defending strategies  **Key questions:** Can I develop bouncing skills while moving with the ball?  Can I remain in control of the ball while travelling?  Can I explore the key movements in a game?  Can I travel and maintain control in a game?    **Key vocabulary:** pass, bounce, dribble, pivot, attack, score, defend | **Indoor Athletics**    **Key concept:** Broad range of physical activities  **Know how to:** Develop flexibility, control, and technique  **Key questions:** Can I improve my running technique and take part in a relay?  Can I develop my long jump techniques?  Can I learn how to perform a triple jump?  Can I explore how to use hurdles?    **Key vocabulary:** accuracy, relay, speed, power, agility, obstacle | **Outdoor Athletics**    **Key concept/Skill:**Develop competence to excel in a broad range of physical activities  To develop flexibility, strength, technique, control and balance.  **Know how to:**  Use running, jumping, throwing, and catching in isolation and in combination  Develop flexibility, strength, technique, control, and balance    **Key questions:** Can I compare my performances with previous ones and demonstrate improvement to achieve my personal best?  Can I develop my flexibility using stretches?  Can I develop my cardio performance?    **Key vocabulary:** running, sprint start, pace, relay, long jump, distance, arm drives, bent knees, triple jump, take-off, bodyweight, javelin, discus, quoit, swing.  **Cross curricular links:**  PSHE Physical health and mental wellbeing.  **Links to Prior Learning:**  Y4 Athletics | | **Indoor Athletics**    **Key concept:** Broad range of physical activities  **Know how to:** Develop flexibility, control, and technique  **Key questions:** Can I improve my running technique and take part in a relay?  Can I develop my long jump techniques?  Can I learn how to perform a triple jump?  Can I explore how to use hurdles?    **Key vocabulary:** accuracy, relay, speed, power, agility, obstacle | **Cricket**    **Key concept/Skill:** Engage in competitive sports and activities  **Know how to:**  Play competitive games and apply basic attacking and defending strategies    **Key questions:** Can I explore catching skills and the overarm throw?  Can I strike a bowled ball with either an attacking or defensive shot?  Can I bowl with underarm and over arm actions?  Can I hit a bowled ball into space with different bats?  Can I develop the basic skill of intercepting a moving ball?  Can I understand rules and gameplay of cricket?    **Key vocabulary:** batting, fielding, bowler, wicket |
| **PSHE** | **Living in the wider world – Pride**    **Key concept/Skill:**  Belonging to a community  Media literacy and Digital resilience  Money & work    **Key discussions:**   -What makes a community?; shared responsibilities  -How data is shared and used  - Making decisions about money; using and keeping money safe    **Key questions:**  What makes a community?  What do we mean by ‘shared responsibilities?  What type of data is shared and used?  How do I make decisions about money?  How should I use and keep money safely?    **Key vocabulary:**  Community, Responsibility, Compassion, Priorities, Spending decisions, Needs and wants    **Cross curricular links:**  Computing: data unit. Esafety – how we keep information safe. Digital resilience. Taught in Autumn term.  Spending – links with maths and money.    **Links to Prior Learning:**  Year 3 (belonging to a community)  Year 3 (money and work) | | | | | **Relationships - Respect**    **Key concept/Skill:**  Families and friendships  Safe relationships  Respecting ourselves and others    **Key discussions:**  -The importance of a positive friendship  -Responding to hurtful behaviour  -Managing confidentiality  -Recognising risks online  - Knowing when to seek support  -Respecting similarities/ differences    **Key questions:**  What does a ‘positive friendship’ look like?  How do I recognise online risks?  When, where and who should I seek support from?  How can I respect similarities/ differences?    **Key vocabulary:**  Concerns, Harassment, Bullying, Online and in person relationships, Views, Traditions, Background    **Cross curricular links:**  Computing – Esafety. How to stay safe online (Autumn term).  RE – being respectful of different religions and views.    **Links to Prior Learning:**  Year 3 (families and friendships)  No Outsiders- Can I show acceptance?   Year 3 (safe relationships) | | | | | **Empowerment – Health and Wellbeing**    **Key concept/Skill:**  Physical health and mental wellbeing  Growing and changing  Keeping Safe    **Key discussions:**  -Maintaining a balanced lifestyle; oral hygiene and dental care  -Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty  -Medicines and household products; drugs and common everyday life    **Key questions:**  How do I keep a balanced lifestyle?  What types of physical and emotional changes will I go through during puberty?  Why is it important to maintain good hygiene?  How do I keep myself safe in everyday situations?    **Key vocabulary:**  Teeth, Healthy lifestyle, Physical illness  Nutrition, Medicines, Habits, Health, Drugs, Vaccines, Allergies    **Cross curricular links:** Teeth - Covered in Science – Can I identify the types and layers of teeth)  PE – physical health. How to recognise early signs of illness.  PE - A healthy balanced lifestyle.    **Links to prior learning:**  Can I explain what a balanced, healthy lifestyle is? (H2) (*Science – Covered in Y3 with nutrition lessons. Also covered in PE)*  Year 3 (respecting ourselves)  Year 3 (keeping safe) | | | | |
| **Raising Aspirations** | National Health Service | | | | | British Gas  ssssss | | | | | Greta Thunberg | | | | |

**We like to finish our topics by rounding up our learning in a WOW outcome.**

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| **WOW Outcome** | **Ancient Greek Dress up Day** | **York Residential** | **Educational Visit (MoSI?)** |