

Year 4

GLAM History/Geography	VOLCANOES A volcano has hit our village. In the aftermath, how will we survive? First aid demonstration		STONE AGE How did Stone Age people survive? Shelter building visit		ROMANS What have the Romans ever done for us? Residential visit from Roman soldier	
Religious education	How are important events remembered?	What is the most significant part of the Nativity story for Christians today?	What faiths are shared in our country?	What is the importance of the Holy Week for Christians? Easter	How do the Five Pillars guide Muslims?	Why are Gurus at the heart of Sikh belief and practice?
Science	States of Matter solids/liquids/gases changing state Electricity simple circuits/conductors and insulators		Living Things and their Habitats classification keys/environments Animals including Humans teeth/digestive system/food chains		Sound vibration/pitch/volume/ear	
<u>Reading spine</u>	<u>The Firework Maker's Daughter</u>		<u>Harry Potter and the Philosopher's Stone</u>		<u>Krindlekrax</u>	
PE	Athletics sprinting/relay/long distance/javelin/shot/ chest push Skipping	Dance - Topic Gymnastics – symmetry and asymmetry Skipping	Badminton Gymnastics – rolling	Handball OAA orienteering	Cricket Alternative games/ child-led games	Sports day practice Football
PHSE	That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for	How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable,	That in school, and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to	How to critically consider their online friendships and sources of information including awareness of the risks associated	How to recognise and report feelings of being unsafe or feeling bad about any adult.	That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

	children's security as they grow up.	managing conflict, how to manage these situations and how to seek help or advise from others, if needed.	others, including those in positions of authority.	with people they have never met.		
	Children understand basic first aid procedures	Understand how we can look after our environment and why this is important world wide – current themes.	Chn can make informed choices around issues affecting health and wellbeing	Chn can recognise harmful substances and describe their effect on the body.	Chn can talk about the ways they can overcome negative emotions (Krindlekrax)	Chn can understand the nature of bullying and know how to support those in need (Krindlekrax)
Art	<p>I can create texture and pattern in drawing with a range of implements.</p> <p>I can draw for sustained periods of time, paying attention to detail and reflecting on my progress at regular intervals.</p> <p>I can use paper mache to create simple 3D models.</p>	<p>I can create textures and patterns in malleable materials including clay.</p> <p>I can create different effects and textures with paint</p> <p>I can identify pieces created by the range of artists and designers I have been introduced to this year, and understand the historical development of their art forms.</p>	<p>I think about the overall effect of my work and can explain clearly what I am trying to represent in my artwork.</p> <p>I can compare and comment on different ideas, art techniques and ways of working used in my own and others' work.</p> <p>I can choose materials and art techniques which are suitable for what I want to do.</p>			
Computing	<p>I can design, write and debug simple programs that accomplish simple goals.</p> <p>I can predict changes that will occur as a result of changing variables</p>	<p>. I understand what a loop is and how 'While loops'/repeat until and repeats work in computer programmes. Scratch (forever)</p> <p>I can design a computer program that follows a sequence. I can create alternative paths to be taken through a program (using if, then, else)</p>	<p>I can explain how computers use input, process and output to carry out useful tasks.</p>			
DT	<p>I can model and communicate my ideas through discussion and annotated sketches.</p>	<p>I can begin to independently select from and use a wider range of tools and equipment to perform practical tasks</p>	<p>I can explain how my choices of materials and components have contributed to the aesthetic qualities of my finished product</p>			

	<p>I can understand and use electrical systems in my products e.g. series circuits incorporating switches, bulbs, buzzers and motors.</p>	<p>accurately (e.g. for cutting, shaping, joining and finishing.)</p> <p>I can consider how my finished products and those of others might be improved and how well it meets the design criteria.</p> <p>I can prepare and cook savoury dishes that contribute to a healthy and varied diet.</p> <p>I understand seasonality and know how a variety of ingredients are grown, reared, caught and processed.</p>	
Geography	<p>I can identify the position and significance of the latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere.</p> <p>I can name and locate key topographical features of UK and Europe (including Russia) [including hills, mountains, coasts and rivers]</p>	<p>I can explain regional land-use patterns across the U.K and how some of these have changed over time.</p>	<p>I can explain geographical regions of Europe (including Russia) and identify their human and physical characteristics.</p>
History	<p>I can identify trends over time</p> <p>I can comprehend that knowledge of the past is constructed from a range of sources and sometimes these may be biased.</p>	<p>I can address and begin to devise historically valid questions about change, cause, similarity, difference and significance.</p> <p>I can describe changes in Britain from the Stone Age to the Iron Age.</p>	<p>I can describe/make links between changes within and across the Roman Empire and its invasion of Britain.</p> <p>I can identify the results of historical events, situations, changes in the context of the Roman invasion.</p> <p>I can compare social, cultural and religious similarities and differences between Celt and Roman ways of life.</p>

Music	<p>I can listen to the musical work of great composers and musicians with appreciation and a developing understanding.</p> <p>I can compare different musical pieces and styles, commenting on pulse, rhythm, pitch, tempo and dynamics.</p> <p>I understand that structure is how the sections of a song or piece of music are ordered.</p>	<p>I can begin to play and perform ensemble pieces using the instruments I am familiar with.</p> <p>I can use my voice with accuracy, fluency, control and expression.</p>	<p>I can recognise and begin to understand musical notation, such a staff.</p>
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