

## Curriculum Framework - Year 4

### Global Themes

- 1) **Identity and Diversity** (individuality, stereotypes, perception, poverty, accepting differences, gender, cultural diversity)
- 2) **Sustainable Development & Globalisation** (pollution, global warming, dependency of the environment, conservation, biodiversity, recycling, comparisons across the world, human impact on the environment)
- 3) **Human Rights/ Power & Governance** (empathy, respect for people, people can bring about change, freedom, peace & conflict, decision-making, community, immigration)

Term	<u>Autumn A</u>	<u>Autumn B</u>	<u>Spring A</u>	<u>Spring B</u>	<u>Summer A</u>	<u>Summer B</u>
<i>Topic</i>	The Puzzle of the Pyramid		Age of Exploration and Polar Exploration		Incredible India	
<i>Educational Visits and Visitor to School</i>	Visitor – Rabbi Glickman Visit to the Hancock Museum		Visitor – Chris Connaughton Visit to the Captain Cook Museum Residential – Dukes House Wood Marcus – map work/ walk to Saltwell Park		Visit to Hindu Temple Food visit – Indian restaurant	
<b>Maths</b> <b>(curricular links)</b>	Statistics- melting points of different materials in Timelines Statistics – line graphs linked to the process of evaporation Weight- linked to evaporation investigation		Coordinates- map work with Marcus Orienteering at Dukeshouse Wood Timelines		Statistic & data - climate change in Geography Compare & contrast weather (rainfall) Climate maps and change Data handling- Geography of India	
<b>Science</b> Throughout all units statutory requirements for working scientifically: . 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,	<b>States of matter</b> 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.  <i>Sort materials &amp; investigate different states of matter</i> <i>Melting points investigation</i> <i>Are all liquids runny? Liquids investigation</i> <i>What happens to water in different conditions?</i> <i>Is custard a liquid?</i>		<b>Living things and their habitats</b> 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.  <b>Animals, including humans</b> 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.  <i>What is a food chain?.</i> <i>Research about how environments, change and living things become endangered.</i>  <i>Fact file about different teeth in animals &amp; humans</i> <i>Functions of different teeth in humans.</i> <i>To find out about the main parts of the human digestive system and what each part does.</i> <i>What is spit for? Digestion investigation.</i>		<b>Electricity</b> 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.	<b>Sound</b> 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.  <i>Investigate the parts of the ear and how humans hear.</i> <i>Investigate – How can a sound be changed?</i> <i>Investigation – how does pitch change?</i> <i>Double page spread – explain how sounds works</i>

<p>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.</p>					<p><i>Compare appliances that are battery and mains powered.          Discoveries in electricity. (Joseph Swan)          Draw an electrical circuit using labels which would light a bulb.          Investigation – what are good insulators and conductors?</i></p>	
<p><b>R.E.</b></p>	<p><b>Judaism</b>          Relationship with God          Passover</p>	<p><b>Judaism</b>          Rights of passage and good works</p> <p><b>Christianity</b>          What is the most significant part of nativity?</p>	<p><b>Christianity</b>          Prayer and Worship          Do people need to go to church to show they are a Christian?          Special places</p>	<p><b>Christianity</b>          Easter          Is forgiveness always possible?</p>	<p><b>Hinduism</b>          Festival of Diwali</p> <p>How can Brahman be everywhere and in everything?</p> <p>What is the best way for a Hindu to show commitment to God?</p> <p>Hindu gods &amp; goddesses</p>	<p><b>Buddhism</b>          Is it possible for everyone to be happy?</p> <p>Could Buddha's teachings make the world a better place?</p> <p>What is the best way for a Buddhist to lead a good life?</p>
<p><b>History</b></p>	<p><b>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</b></p> <p>Use a range of documents and printed sources.          Identify the most useful sources for a particular task.          Use graphs and charts to confirm information from different sources.          Give reasons for change through analysing evidence.          Support own point of view using evidence.          Understand differences in social, religious, political and cultural history.          Understand links between History and Geography.          Know some similarities and differences within a period of time for example the lives of rich and poor.</p> <p><i>Why did Ancient Civilisations begin? What does civilisation mean? What does settlement mean?</i></p> <p><i>Chronology- timeline of Ancient Egypt (old, middle &amp; new kingdom)</i></p>		<p>Describe how some things from the past affect life today.          Understand the relationships between beliefs and action in historical change.          Use a full range of dates and historical terms.          Use a timeline to place events, periods and cultural movements.          Show changes on a timeline.          Describe and make links between events and changes.  <i>Links with Y3 Viking exploration- why did exploration happen?</i></p> <p><i>Chronology: Age of Exploration 1400-1700 What did the world 'look' like?</i></p> <p><i>Early explorers: Henry the Navigator, Columbus, Drake, James Cook: What impact do they have today?</i></p> <p><i>History of navigational tools and maritime technologies (caravel)</i></p>	<p>Describe how some things from the past affect life today.          Understand the relationships between beliefs and action in historical change.          Use a full range of dates and historical terms.          Use a timeline to place events, periods and cultural movements.          Show changes on a timeline.  <i>Who knew about Antarctica first? links with James Cook crossing the Antarctic circle</i></p> <p><i>Why did people want to explore the poles? Money, fame, shorter trading routes &amp; science</i></p> <p><i>Chronology: time of polar exploration including the</i></p>	<p>Describe how some things from the past affect life today.          Understand the relationships between beliefs and action in historical change.          Use a full range of dates and historical terms.          Use a timeline to place events, periods and cultural movements.          Show changes on a timeline.          Describe and make links between events and changes  <i>Chronology- timeline of India (Ancient civilization Indus Valley 300BC, 1700BC Iron Age, 1500BC Hindu scripts written, 520BC Buddhisham founded, 1600AD The British East India Company,</i></p> <p><i>Trade in India links to Age of Exploration 1700s and current day</i></p> <p><i>Mughal Empire 1500s- 1700s: what impact did this have on India?</i></p> <p><i>British rule of India: why was India important to Britain?</i></p>	

	<p><i>What did the Ancient Egyptians achieve? Why did they mummify? What impact do they have today?</i></p> <p><i>Social hierarchy of Ancient Egypt-Roles and look into Egyptian pharaohs</i></p> <p><i>Learn about Ancient Egyptian gods &amp; goddesses</i></p>	<p><i>Positive &amp; negative effects of The Age of Exploration on the world</i></p>	<p><i>South Pole race &amp; women polar explorers (Caroline Mikkelsen 1st in Antarctica)</i></p> <p><i>Ernest Shackelton in-depth study and timeline</i></p> <p><i>1994 Antarctic treaty: its impact on the world</i></p>	<p><i>Commonwealth: why was it set up? What is Britain's relationship with India like now?</i></p> <p><i>Independence- Gandhi (1920-1947) Symbolism in the Indian flag</i></p>
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<p><b>Geography</b></p>	<p><b>Geographical skills and fieldwork</b>  <b>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</b></p> <p>Work out a location using a range of information          -understand the different uses of different places          -understand that different places may have a similar/different characteristics and give reasons for these          -understand and use the concept of links between physical and human features          -describe and identify how a place has changed          -Identify the parts of a river, and land use around and how these can change peoples' lives          -express views and recognise how people affect the environment, summarising the issues          -understand how weather changes an environment          -know the differences between weather and climate change.</p> <p><i>Research the physical geography of Egypt using HOTCLUB (hemisphere, other countries, time zone, climate, longitude &amp; latitude, bodies of water)</i></p> <p><i>Studying the river Nile for farming and irrigation- its importance human &amp; physical</i></p> <p><i>Flooding of the Nile and how it links to the farming season.</i></p> <p><i>River terminology (source, mouth, delta) and &amp; water cycle-links to Science</i></p>	<p><b>Human and physical geography</b>  <b>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</b></p> <p>Use prediction and prior knowledge to find out about unknown places, and combine this with observation          -collect statistics and present them appropriately          -record information on charts and graphs and tables          -work out routes on maps and plans          -find longest and shortest routes using maps          -compare information from atlases with that from a globe          -use atlases which show physical and human features</p> <p><i>Explorer route and voyages: look at the changes of mapping over time</i></p> <p><i>Human geography: why did exploration happen (trade, religion, spices, cartography)</i></p> <p><i>HOTCLUB New Zealand (hemisphere, other countries, time zone, climate, longitude &amp; latitude, bodies of water) *James Cook study</i></p> <p><i>Human geography: Maori tribe culture, indigenous people &amp; colonisation.</i></p>	<p><b>Locational knowledge</b>  <b>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</b></p> <p>-use maps with simple grid references          -work out routes on maps and plans          -find longest and shortest routes using maps          -plan routes using four points of the compass          -compare information from atlases with that from a globe          -use atlases which show physical and human features</p> <p><i>HOTCLUB Antarctica (hemisphere, other countries, time zone, climate, longitude &amp; latitude, bodies of water) *Ernest Shackleton study</i></p> <p><i>Physical study: Antarctica daylight hours, desert and conditions. Why is it so cold?</i></p> <p><i>Physical study: Climate change to Antarctica &amp; human impact</i></p> <p><i>Human geography: Natives of Antarctica- why there are none? <b>How it is the few places in the world truly 'discovered.'</b></i></p> <p><i>Human geography: Natives of Arctic- settlement, survival &amp; Inuit</i></p> <p><i>Map reading and 4-grid reference work</i></p>	<p><b>Geographical skills and fieldwork</b>  <b>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</b></p> <p>Work out a location using a range of information          -understand the different uses of different places          -understand that different places may have a similar/different characteristics and give reasons for these          -understand and use the concept of links between physical and human features          -describe and identify how a place has changed          -Identify the parts of a river, and land use around and how these can change peoples' lives          -express views and recognise how people affect the environment, summarising the issues          -understand how weather changes an environment          -know the differences between weather and climate change.          -collect temperature and rainfall using a range of instruments and compare these with information from the internet to discuss weather and climate</p> <p><i>HOTCLUB India (hemisphere, other countries, time zone, climate, longitude &amp; latitude, bodies of water)</i></p> <p><i>Mountain range study: The Himalayas</i></p> <p><i>Monsoon season and its impact on land use</i></p> <p><i>River study: the importance of the River Ganges</i></p> <p><i>Climate &amp; temperature: comparison between Britain and India</i></p> <p><i>Population: comparison between Britain and India</i></p>
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<p><b>Art and Design</b></p>	<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]  <b>Use colour mixing to match tint, tone and shade.</b>  <b>Sculpture</b>  <b>Use watercolour to reflect mood.</b></p> <p>To create sketch books to record their observations and use them to review and revisit ideas  Regularly reflect upon their own work (in their sketchbooks) and use comparisons with the work of others (pupils and artists) to identify how to improve.</p> <p><i>Egyptian Death Masks (watercolour/ charcoal/ pencil- focused on tint, tone &amp; shade)</i>  <i>Semi-abstract artwork (mixed media using Egyptian symbols)</i>  <i>Clay sculpture- Egyptian relief work</i>  <i>Scarab beetle - mixed media</i></p> <p><b>About great artists, architects and designers in history.</b>  <i>Frieda Kahlo- links to PSHE- proud to be me! (transition)</i>  <i>Hannah Hoch- photomontage - links to European language day</i></p>	<p>To create sketch books to record their observations and use them to review and revisit ideas  Regularly reflect upon their own work (in their sketchbooks) and use comparisons with the work of others (pupils and artists) to identify how to improve.</p> <p><i>Class novel (Brightstorm) - Wolves focused on pencil sketching techniques (hatching, cross hatching)</i>  <i>Explorer portraits</i>  <i>Botanical drawings- links to James Cook study</i></p> <p><b>About great artists, architects and designers in history</b>  <i>Renaissance Period - style of art and its history; discuss symbolism</i></p>	<p>To create sketch books to record their observations and use them to review and revisit ideas  <b>Use watercolour to reflect mood.</b>  <b>Use colour mixing to match tint, tone and shade.</b>  Regularly reflect upon their own work (in their sketchbooks) and use comparisons with the work of others (pupils and artists) to identify how to improve.</p> <p><i>Ernest Shackleton art study</i>  <i>Drawing using tone not line: illustrator William Grill 'Drawing inside' first</i></p> <p><i>Antarctic penguins drawings</i></p> <p><b>About great artists, architects and designers in history</b>  <i>Photography study - Frank Hurley (photographer on board Shackleton's ship)</i></p>	<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]  <b>Create a piece of using using the skill of batik</b>  <b>Create an image using collage techniques</b></p> <p>To create sketch books to record their observations and use them to review and revisit ideas  Regularly reflect upon their own work (in their sketchbooks) and use comparisons with the work of others (pupils and artists) to identify how to improve.</p> <p><i>Indian National animals &amp; birds: animal prints (mixed media &amp; collage)</i>  <i>Mehndi designs</i>  <i>Mandala designs</i>  <i>Batik</i></p> <p><b>About great artists, architects and designers in history.</b>  <i>Taj Mahal architect- Ustad Ahmad</i></p>
<p><b>Design Technology</b></p>	<p><b>Design</b>  Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.  Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.  <b>Order the main stages of making (e.g. cooking)</b>  <b>Generate realistic ideas, focusing on the needs of the user</b>  <b>Make design decisions, taking account of constraints such as time, resources and cost.</b></p>	<p><b>Design</b>  Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.  Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p>	<p><b>Design</b>  Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.  Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded</p>	<p><b>Cooking and Nutrition</b>  Understand and apply the principles of a healthy and varied diet  Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  <b>Prepare and cook a variety dishes safely and hygienically, including, where appropriate, the use of a heat source (microwave, oven - (baking))</b>  <b>Follow a recipe</b>  <b>Measure using grams</b>  <b>To use a range of techniques such as mixing, kneading, spreading and baking.</b></p>

	<p>Develop their own design criteria and use these to inform ideas  Use annotated sketches, cross-sectional drawings and diagrams  Produce detailed lists of tools, equipment and materials that they need</p> <p><b>Make</b>  Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Measure, mark out, cut and shape materials and components with accuracy (e.g. using cm)  Follow procedures for safety including protective clothing</p> <p>Select tools, equipment, materials and components suitable for the task</p> <p><b>Evaluate</b>  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Investigate and analyse a range of existing products</p> <p>Gather information about the needs and wants of particular individuals and groups (polls, surveys)  Evaluate (Verbal, Drawing and Written) their completed products against the design criteria (measurements)</p> <p>Investigate how sustainable materials in products are (e.g. environmental, safe, recyclable)  Consider the views of others, including intended users, to improve their work</p> <p><b>Evaluate</b>  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Investigate how sustainable materials in products are (e.g. environmental, safe, recyclable)</p> <p><i>Egyptian shaduf- irrigation device</i></p>	<p>Order the main stages of making (e.g. cooking)  Generate realistic ideas, focusing on the needs of the user</p> <p>Make design decisions, taking account of constraints such as time, resources and cost.</p> <p>Develop their own design criteria and use these to inform ideas</p> <p>Use annotated sketches, cross-sectional drawings and diagrams</p> <p>Produce detailed lists of tools, equipment and materials that they need</p> <p><b>Make</b>  Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Measure, mark out, cut and shape materials and components with accuracy (e.g. using cm)</p> <p>Follow procedures for safety including protective clothing</p> <p>Select tools, equipment, materials and components suitable for the task</p> <p><b>Evaluate</b>  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Investigate and analyse a range of existing products</p> <p>Gather information about the needs and wants of particular individuals and groups (polls, surveys)</p> <p>Evaluate (Verbal, Drawing and Written) their completed products against the design criteria (measurements)</p>	<p><b>diagrams, prototypes, pattern pieces and computer-aided design.</b></p> <p>Order the main stages of making (e.g. cooking)  Generate realistic ideas, focusing on the needs of the user</p> <p>Make design decisions, taking account of constraints such as time, resources and cost.</p> <p>Develop their own design criteria and use these to inform ideas</p> <p>Use annotated sketches, cross-sectional drawings and diagrams</p> <p>Produce detailed lists of tools, equipment and materials that they need</p> <p><b>Make</b>  Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Measure, mark out, cut and shape materials and components with accuracy (e.g. using cm)</p> <p>Follow procedures for safety including protective clothing</p> <p>Select tools, equipment, materials and components suitable for the task</p> <p><b>Evaluate</b>  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>Know that a healthy diet is made up from a variety and balance of different food and drink (The Eatwell guide, Change for Life)</p> <p><b>Design</b>  Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Order the main stages of making (e.g. cooking)  Generate realistic ideas, focusing on the needs of the user</p> <p>Make design decisions, taking account of constraints such as time, resources and cost.</p> <p>Develop their own design criteria and use these to inform ideas</p> <p><b>Make</b>  Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Measure, mark out, cut and shape materials and components with accuracy (e.g. using cm)  Follow procedures for safety including protective clothing</p> <p>Select tools, equipment, materials and components suitable for the task</p> <p>Understand how materials can be combined or mixed</p> <p><b>Evaluate</b>  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Gather information about the needs and wants of particular individuals and groups (polls, surveys)  Evaluate (Verbal, Drawing and Written) their completed products against the design criteria (measurements)</p> <p>Consider the views of others, including intended users, to improve their work</p> <p><b>Evaluate</b>  Understand how key events and individuals in design and technology have helped shape the world</p> <p>Identify great chefs and their work and use research of chefs to influence work</p> <p><b>Technical knowledge</b>  Understand and use electrical systems in their products [for example, series circuits]</p>
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			<p><i>Investigate how sustainable materials in products are (e.g. environmental, safe, recyclable)</i>  <i>Consider the views of others, including intended users, to improve their work</i></p> <p><i>Ship caravel from 1700s</i>  <i>Leonardo Da Vinci - flying machine</i></p>	<p><b>Investigate and analyse a range of existing products</b>  Gather information about the needs and wants of particular individuals and groups (polls, surveys)  Evaluate (Verbal, Drawing and Written) their completed products against the design criteria (measurements)</p> <p><i>Design &amp; build a polar shelter: research criteria inspired by indigenous people of the Arctic</i></p>	<p><b>incorporating switches, bulbs, buzzers and motors]</b>  Research, Design, Make and Evaluate (Verbal, Drawing and Written) how simple electrical circuits and components can be used to create functional products (bulb or remote control)</p> <p><i>Design an Indian building (Taj Mahal)</i>  <i>Design an Indian meal</i></p>
<p><b>Music</b></p>	<p><b>Play and perform in solo and ensemble contexts, using their voices and play musical instruments with increasing accuracy, fluency, control and expression</b>  -Lead a group when performing.  -Show increasing control with instruments.  -Play tuned instruments with limited range of notes.  -Sing in tune and with expression.  -Hold their own part when performing by ear or by notation.  -Begin to sing in two part harmony.  -Show control through breathing, articulation and dynamic.</p>	<p><b>Improvise and compose music for a range of purposes using the interrelated dimensions of music</b>  -Use a range of dynamics, timbre and pitch in composition.  -Create rhythmic patterns with an awareness of timbre and duration.  -Use emphasis and accent to create effects.  -Use change in pitch to express ideas.  -Show increasing control with instruments.  -Play tuned instruments with limited range of notes.</p> <p><b>Use and understand staff and other musical notations.</b>  -Use own signs and symbols to record composition.  -Follow instructions from symbols when singing or playing.  -Know and use simple standard notation of pitch and beat.  -Understand the concept of bass and treble clef.</p>	<p><b>Appreciate and understand a wide range of high quality live and recorded music, drawn from different traditions and great composers and musicians</b>  -Recognize how musical elements are used by composers to create different moods and effects.  <b>Develop an understanding of the history of music</b>  -Recognise differences in music naming at least one famous composer.  <i>Baroque Period during 1600s-1700s</i>  <i>Composer in 1700s: Mozart</i></p>	<p><b>Listen with attention to detail and recall sounds with increasing aural memory</b>  -Describe what they hear using a wider range of musical vocabulary.  -Appreciate harmonies, drones and ostinato.  -Explore the way in which sounds are combined towards certain effects.  -Understand the relationship between lyrics and melody.  - <i>Sea shanties linked to exploration (Shackleton's banjo)</i>  - <i>Compose sea song using Garageband</i></p> <p><b>Play and perform in solo and ensemble contexts, using their voices and play musical instruments with increasing accuracy, fluency, control and expression</b>  -Lead a group when performing.  -Show increasing control with instruments.  -Play tuned instruments with limited range of notes.  <i>Charanga- Lean on me by Bill Withers</i></p>	<p><b>Appreciate and understand a wide range of high quality live and recorded music, drawn from different traditions and great composers and musicians-</b>  Understand the cultural and social meaning of lyrics.  -Recognize how musical elements are used by composers to create different moods and effects.  -Understand culture in composition.</p> <p><b>Improvise and compose music for a range of purposes using the interrelated dimensions of music</b>  -Use a range of dynamics, timbre and pitch in composition.  -Create rhythmic patterns with an awareness of timbre and duration.  -Use emphasis and accent to create effects.  -Use change in pitch to express ideas.  <i>Garage band and Google Chrome lab website- compose and improvising to make pieces of music</i></p> <p><b>Appreciate and understand a wide range of high quality live and recorded music, drawn from different traditions and great composers and musicians-</b>  Understand the cultural and social meaning of lyrics.  -Recognize how musical elements are used by composers to create different moods and effects.  -Understand culture in composition.  <i>Bollywood music</i></p> <p><i>Charanga- Great Composers unit - links to Indian music</i></p>

<p><b>Computing</b></p>	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>Digital Literacy – Understand how to keep themselves safe online when gaming and how to report concerns</p> <p>Cyber bullying</p> <p>Digital Citizens</p> <p>Plagiarism</p> <p><i>Google Interland - Share with Care/ How we know what we think we know (SHARP &amp; ALERT)</i></p> <p><i>Investigate perspective online &amp; fake news</i></p> <p><i>Understand fraud and what to do</i></p> <p><i>Explore password phishing</i></p> <p><i>Explore harvesting &amp; farming online- links to personal data and how to keep it safe</i></p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Information Technology – plan, design and create a multimedia presentation</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Computer Science Programming – Write instructions for a sprite to follow in scratch</p> <p>Use conditional statements (if . . . then) within an animation</p> <p><i>Variables- using Scratch</i></p> <p><i>-code a ghost catching game inc adding a timer</i></p> <p><i>-code a personalised story generator</i></p> <p><i>-code a voting app</i></p> <p>Use repeat events in programs</p> <p><i>Create an animation using repetition/ repetition in art using Scratch &amp; Hour of Code</i></p> <p>Make improvements to make animations more exciting/ debug</p>	<p>Computer Science Theory – Describe the use of technology and its impact</p> <p>Understand how simulations and robots are used</p> <p>History of computing</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Information Technology – plan, design and create a multimedia presentation</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Information Technology –PowerPoint</p>
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<p><b>PSHE</b> <b>(3D Dimensions)</b></p> <p>Communication</p> <p>Collaboration</p> <p>Bullying</p> <p>Similarities and Differences - Family</p> <p>Similarities and Differences - Friendships</p>	<p>Reactions - Frustration</p> <p>Self-Worth - I'm a Marvel</p> <p>Persistence and Resilience - Don't Give Up</p> <p>Negative Persistence - Over and Over</p>	<p>Loss / Separation - Left Behind</p> <p>Family Changes - Two Homes</p> <p>Friendship - Best Features</p> <p>Friendship - Circle Time</p> <p>Friendship - The BAFAS</p>	<p>Clear messages - Dot Dot Dash</p> <p>How to Listen - Listen Up</p> <p>Responding to Others - Agony Aunts</p> <p>Expressing Opinions - It's Debatable</p>	<p>Shared Goals - Better Places</p> <p>Different Communities - My Community</p> <p>School Communities - School Swap</p>	<p>Identified Strengths - I'm Good At That</p> <p>Identified Strengths - Future Me</p> <p>Setting Goals - That's My Goal</p> <p>Setting Goals - The Impossible Dream</p>	<p>Working Together - Name Game</p> <p>Working Together - Build It Up</p> <p>Gender Stereotypes - His and Hers</p>
<p><b>P.E.</b></p> <p><b>Ongoing</b> Modify and refine skills and techniques to improve any performance. -Show a willingness to practice to develop and improve. -Conserve energy over longer distances. -Independently prepare for exercise and use cooling down techniques.</p>	<p><b>Develop flexibility, strength, technique, control and balance – Gymnastics</b> Show control, coordination in travel and balance. -Perform a range of jumps showing control. -Show increasing clarity and fluency in movement. -Make good use of creativity and imagination when creating sequences in dance or gymnastics.</p>	<p><b>Play competitive games, modified where appropriate –</b> <i>Badminton</i></p>	<p><b>Perform dances using a range of movement patterns</b> Show control, coordination in travel and balance. -Perform a range of jumps showing control. -Show increasing clarity and fluency in movement. -Make good use of creativity and imagination when creating sequences in dance or gymnastics. -Use movement expressively to convey an idea, mood or feeling. -Combine changes of shape, speed and level in sequence. - Apply skills actions and ideas with increasing coordination and control.</p>	<p><b>Perform dances using a range of movement patterns</b> Show control, coordination in travel and balance. -Perform a range of jumps showing control. -Show increasing clarity and fluency in movement. -Make good use of creativity and imagination when creating sequences in dance or gymnastics. -Use movement expressively to convey an idea, mood or feeling. -Combine changes of shape, speed and level in sequence.</p>	<p><b>Swimming and water safety (x11 sessions)</b> Control, their breathing and are comfortable on the surface and under water swimming fluently and with control when using back crawl, front crawl and breast stroke. -To swim at least 25m Swim on their front and back using arm and leg actions with smooth coordination. -Control, their breathing and are comfortable on the surface and under water swimming fluently and with control when</p>	<p><b>Swimming and water safety (x11 sessions)</b> Control, their breathing and are comfortable on the surface and under water swimming fluently and with control when using back crawl, front crawl and breast stroke. -To swim at least 25m Swim on their front and back using arm and leg actions with smooth coordination. -Control, their breathing and are comfortable on the surface and under water swimming fluently and with control when</p>

	<p>-Use movement expressively to convey an idea, mood or feeling. -Combine changes of shape, speed and level in sequence. - Apply skills actions and ideas with increasing coordination and control</p>		<p>Dance with Josh- Dance festival</p>	<p>- Apply skills actions and ideas with increasing coordination and control.  Dance with Josh- Dance festival</p>	<p>using back crawl, front crawl and breast stroke. Use personal surviving techniques including floating, sculling and surface diving.</p>	<p>using back crawl, front crawl and breast stroke. Use personal surviving techniques including floating, sculling and surface diving.</p>
	<p><b>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</b> -Use a range of throwing techniques with increasing power and accuracy. -Apply a broad range of skills to different situations - throw with accuracy to hit a target. -Plan different approaches to attacking and defending -Choose the best pace to use in athletics or games. -Show growing awareness of space in team games. -Work to keep or gain possession</p> <p>Netball</p>	<p><b>Play competitive games, modified where appropriate – Football and apply basic principles suitable for attacking and defending</b> -Use a range of throwing techniques with increasing power and accuracy. -Apply a broad range of skills to different situations -Plan different approaches to attacking and defending -Choose the best pace to use in athletics or games. -Show growing awareness of space in team games. -Work to keep or gain possession.</p> <p>Tag Rugby</p>	<p><b>Take part in outdoor and adventurous activity challenges both individually and within a team</b> _Read a variety of maps and plans accurately, recognising symbols and features -Use physical and teamwork skills well in a variety of different challenges -Successfully apply their skills and understanding to new challenges and environments. Dukeshouse Wood residential</p>	<p><b>Play competitive games, modified where appropriate – basketball, and apply basic principles suitable for attacking and defending</b> . -Apply a broad range of skills to different situations -Plan different approaches to attacking and defending -Choose the best pace to use in athletics or games. -Show growing awareness of space in team games. -Work to keep or gain possession</p> <p>Hockey</p>	<p><b>Develop flexibility, strength, technique, control and balance – Use running, jumping, throwing and catching in isolation</b> <b>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</b></p> <p>Outdoor Athletics</p>	<p><b>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</b> <b>Use running, jumping, throwing and catching in isolation and in combination</b> -Use a range of throwing techniques with increasing power and accuracy. -Apply a broad range of skills to different situations -Use a range of fielding skills and throw with accuracy to hit a target. -Plan different approaches to attacking and defending -Choose the best pace to use in athletics or games. -Show growing awareness of space in team games. -Work to keep or gain possession. Cricket</p>
<b>Languages</b>	<p><b>Language Content</b> Revision of greetings Where we live Describing oneself (hair, eye colour etc) Revision of classroom commands Revision of numbers to 20 Colours (black, white, pink, purple, brown and grey) Revision of Christmas nouns with 6 additional words (king, star, manger, angel, stable, shepherd)</p> <p><b>Predominantly aural and oral with some reading and writing in simple sentences with conjunctions</b></p> <p><b>Knowledge about languages</b> Revision of verbs, nouns and adjectives Gender of nouns with a focus on feminine Study of specific cities in France</p>		<p><b>Language Content</b> My family Revision of animals – focus on the feminine Clothing Numbers 20 -30</p> <p><b>Predominantly aural and oral with some reading and writing in simple sentences with conjunctions</b></p> <p><b>Knowledge about languages</b> Pronouns – I and you Formal use of 'vous'</p>		<p><b>Language Content</b> Hobbies The verb 'I like' (J'aime) Revision of days of the week The body</p> <p><b>Predominantly aural and oral with some reading and writing in simple sentences with conjunctions</b></p> <p><b>Knowledge about languages</b> Position of adjectives after the noun Conjugation of 'to have' Past tense verbs Introduction to plurals</p>	

<p><b>Project</b></p>	<p><b>Geography</b> <i>Map study of Egypt &amp; The River Nile</i></p> <p><b>History - ancient artefacts</b> <i>Research museum artefacts</i></p> <p><b>History - hieroglyphics</b> <i>Cartouche</i></p> <p><b>DT- Make a structure</b> <i>Pyramids</i></p> <p><b>History - following an enquiry</b> <i>Explore three questions of personal interest</i></p>	<p><b>Art- Mood using mixed media</b> <i>Sunset images over a pyramid</i></p> <p><b>Art- Abstract art</b> <i>Eye of Horus</i></p> <p><b>Geography</b> <i>Map study of Egypt &amp; The River Nile</i></p> <p><b>History - ancient Egyptian life</b> <i>Houses &amp; fashion</i></p> <p><b>Art- Texture</b> <b>Create an image using collage techniques</b> <i>Cartouche</i></p> <p><b>DT- Make an object for a purpose</b> <i>Canopic jar</i></p>	<p><b>Music History</b> <i>Research Bach and Purcell</i></p> <p><b>Art- Abstract art</b> <i>Modern expression of the world map using mixed media</i></p> <p><b>Science - classification</b> <i>Identify species from a voyage</i></p> <p><b>Geography</b> <i>Investigate geographical words</i></p> <p><b>DT- Make a moving model</b> <i>Caravel ship</i></p> <p><b>Music History</b> <i>Research Bach and Purcell</i></p>	<p><b>History</b> <i>Polar explorer fact file</i></p> <p><b>Science - animal habitats</b> <i>Which animals live in the polar regions</i></p> <p><b>Art- Landscape painting</b> <i>Nevys Levy arctic artist</i></p> <p><b>Science - food chains</b> <i>Who eats who in a polar food chain?</i></p> <p><b>Maths</b> <i>Plan &amp; cost an expedition</i></p>	<p><b>RE- Hinduism</b> <i>Holi festival</i></p> <p><b>History &amp; Music</b> <i>Bollywood</i></p> <p><b>Art- Using natural products to paint</b> <i>Paint a rangoli pattern using spices</i></p> <p><b>Food technology</b> <i>Plan an Indian meal and learn about food of India</i></p> <p><b>Personal project</b> <i>Investigate and plan an Indian personal enquiry</i></p>	<p><b>Music</b> <i>Listen to Indian music and create their own piece</i></p> <p><b>Art/ RE</b> <i>Holi artwork with a focus on mandalas</i></p> <p><b>Design Technology: Cooking &amp; Nutrition</b> <i>Where does food come from? Food produced in India.</i></p> <p><b>Computing: Coding</b> <i>Code an animation</i></p> <p><b>Languages: reading &amp; comprehension</b> <i>Hindu words/ phrase travel book</i></p>
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