

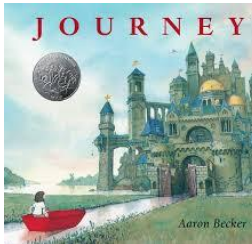

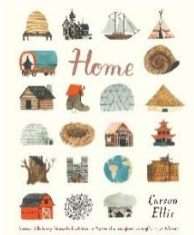
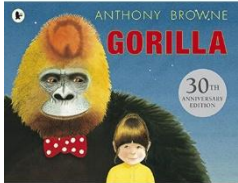
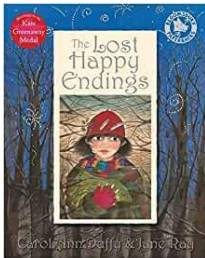
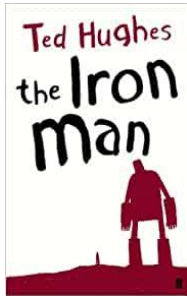


Guilden Sutton Church of England Primary School

Love and Justice for All



Year 4 Curriculum Progression Map



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

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Text	<p>Journey Aaron Becker</p>  <p>Kingswood Residential</p>	<p>Wisp: A Story of Hope Zana Fraillon</p>  <p>Home Carson Ellis</p> 	<p>Gorilla Anthony Browne</p> 	<p>The Lost Happy Endings Carol Ann Duffy and Jane Ray</p> 	<p>The Iron Man Ted Hughes</p>  <p>Global Challenge</p>	
Focus genre	<ul style="list-style-type: none"> Narrative – Fantasy story Diary, including a setting description Poetry – Descriptive 	<ul style="list-style-type: none"> Narrative – First person narrative Non-fiction – Persuasive poster 	<ul style="list-style-type: none"> Narrative – Alternative version of Gorilla Non-fiction – Persuasive writing – should zoos be banned? 	<ul style="list-style-type: none"> Narrative - Play script Poetry – Alliteration poem 	<ul style="list-style-type: none"> Narrative – Letter writing Non-Fiction - Instructions Non – Fiction – Explanation Narrative – sequel – The Iron Man Vs The Iron Woman Poetry - Cinquain poems or The Literacy Company Poetry Project 	



	poetry with a rhyming pattern			
SPaG	<ul style="list-style-type: none">• Use a variety of verb forms correctly and consistently (past, present, progressive, present perfect)• Use a range of sentences with more than one clause by using a wider range of conjunctions• Use fronted adverbials to vary sentence structure (place)• Use expanded noun phrases to add description and detail with appropriate punctuation.• Develop character and setting descriptions using expanded noun phrases, fronted adverbials.• Use speech to build a character and evoke a response.• Use fronted adverbials to connect and introduce paragraphs• Use paragraphs correctly to organise information around a theme and to organise and sequence.• Accurate use of full range of punctuation, including Y4 punctuation (full stops, capital letters, exclamation marks, question marks, commas to separate items in a list, apostrophes for contracted forms and possession, commas after fronted adverbials, inverted commas for direct speech)• Accurate spelling of words from Y3/4 wordlist and accurate use of prefixes/suffixes and homophones in Y3/Y4 spelling appendix.• Evaluate writing according to purpose considering the effectiveness of word choice, grammar and punctuation.	<ul style="list-style-type: none">• Use a variety of verb forms correctly and consistently (past, present, progressive, present perfect)• Use a range of sentences with more than one clause by using a wider range of conjunctions.• Use fronted adverbials to vary sentence structure (time, place and cause/manner)• Use expanded noun phrases to add description and detail with appropriate punctuation.• Develop character and setting descriptions using expanded noun phrases, fronted adverbials.• Use speech to build a character and evoke a response.• Use fronted adverbials to connect and introduce paragraphs• Develop character and setting descriptions using expanded noun phrases and fronted adverbials.• Use paragraphs correctly to organise information around a theme and to organise and sequence.• Accurate use of full range of punctuation, including Y4 punctuation (full stops, capital letters, exclamation marks, question marks, commas to separate items in a list, apostrophes for contracted forms and possession, commas after fronted adverbials, inverted commas for direct speech)• Accurate spelling of words from Y3/4 wordlist and accurate use of prefixes/suffixes and homophones in Y3/Y4 spelling appendix.	<ul style="list-style-type: none">• Use a variety of verb forms correctly and consistently (past, present, progressive, present perfect)• Use a range of sentences with more than one clause by using a wider range of conjunctions.• Use fronted adverbials to vary sentence structure (time, place and cause/manner)• Use expanded noun phrases to add description and detail with appropriate punctuation.• Develop character and setting descriptions using expanded noun phrases, fronted adverbials.• Use speech to build a character and evoke a response.• Use fronted adverbials to connect and introduce paragraphs• Develop character and setting descriptions using expanded noun phrases and fronted adverbials.• Use paragraphs correctly to organise information around a theme and to organise and sequence.• Accurate use of full range of punctuation, including Y4 punctuation (full stops, capital letters, exclamation marks, question marks, commas to separate items in a list, apostrophes for contracted forms and possession, commas after fronted adverbials, inverted commas for direct speech)• Accurate spelling of words from Y3/4 wordlist and accurate use of prefixes/suffixes and homophones in Y3/Y4 spelling appendix.• Evaluate writing according to purpose considering the effectiveness of word choice, grammar and punctuation.	

		<ul style="list-style-type: none">Evaluate writing according to purpose considering the effectiveness of word choice, grammar and punctuation.				
Spelling	Pathways to Spell					
	<ul style="list-style-type: none">Word list – years 3 and 4Adding -ing, -ed, -er, -est to words of one syllable ending in vowel consonant (Y2)Adding -ing -ed to words ending in e with a consonant before it (Y2)Adding -ing -ed to a root word ending in y with a consonant before it (Y2)Adding -er, est to a root word ending in y and e with a consonant before it (Y2)Adding suffixes beginning with vowel letters to words of more than one syllable	<ul style="list-style-type: none">Word list – years 3 and 4Words spelt with the /j/ sound spelt chApostrophes to mark plural possessionHomophones and near-homophonesPersonal spelling log	<ul style="list-style-type: none">Word list – years 3 and 4Endings which sound like /ʃən/ spelt -tion, -sionEndings which sound like /ʃən/ spelt -ssionEndings which sound like /ʃən/ spelt -cianThe suffix -ation	<ul style="list-style-type: none">Word list – years 3 and 4More prefixes: sub-, inter-, super-, anti-, auto-More prefixes: in-/im-More prefixes: il-, ir-Homophones and near-homophonesPersonal spelling log	<ul style="list-style-type: none">Word list – years 3 and 4Contractions (Y2)The suffix -ousWords ending with the /g/ sound spelt -gue and /k/ sound spelt -que	<ul style="list-style-type: none">Word list – years 3 and 4Words with the /s/ sound spelt scAdding -ing, -ed to a root word ending in y, words ending in e and words of one syllable ending in vowel consonant (Y2*) including those with more than one syllable and the suffix (Y3/4*)Apostrophes to mark plural possessionHomophones and near-homophonesPersonal spelling log


	Statistics: time graph, discrete data, continuous data, line graph, comparison problem, sum problem, difference problem, calculate, interpret Busy Ant Maths Year 4 Medium Term Plans					
Cross-curricular Mathematics	Measuring distance in Greeks  Measurement in DT Date and time in History	Graphs and charts in Science Keys and chart in Geography Date and time in History	Venn diagrams in Science	Charts, scales and tables in Geography – Earthquakes Measurement in DT	Recording data in Science Date and time in History	Date and time in History
Science	Electricity <i>Line of scientific enquiry examples:</i> Fair testing: Can I find out which metal is the best conductor of electricity? Identifying and classifying: Can I group electrical devices based on where the electricity comes from? Observation over time: How long does a battery light a torch for? Pattern seeking: Can I find out which room has the most electrical sockets in a house?	Sound <i>Line of scientific enquiry examples:</i> Fair testing: Can I find out whether a larger sized drum will make a louder sound than a smaller sized drum? Identifying and classifying: Can I identify what is vibrating to make a sound? Pattern seeking: Can I find patterns in the pitch of a sound from glasses of water? Research: Can I find out who invented microphones?	Living Things and their Habitats <i>Line of scientific enquiry examples:</i> Identifying and classifying: Can I group living things using a Venn diagram? Observation over time: Can I state how changes to the environment have affected endangered species? Pattern seeking: Can I identify invertebrates by observing their similarities and differences? Research: Can I understand the importance of conservationists like Gerard Durrell?	Animals Including Humans: Teeth and Digestion <i>Line of scientific enquiry examples:</i> Fair testing: Can I find out which liquid has the greatest effect on an eggshell? Identifying and classifying: Can I identify different types of teeth and state their function? Observation over time: Can I observe what happens to an egg left in cola? Pattern seeking: Do all carnivores have the same teeth?	States of Matter <i>Line of scientific enquiry examples:</i> Fair testing: Can I investigate whether gas has any weight? Identifying and classifying: Can I sort different materials and objects into solids, liquids and gases? Observation over time: How does the level of water in a glass change when left on the windowsill? Pattern seeking: Can I find out how evaporation rates change as you add more salt to water? <ul style="list-style-type: none"> What are different states of matter? Properties of water – investigation, melting Understanding boiling and the evaporation process  The Water Cycle <ul style="list-style-type: none"> Stages of the water cycle 	


	<p><i>Research: Can I research and find key facts about Nikola Tesla's inventions?</i></p> <ul style="list-style-type: none"> Where do we get electricity from? Dangers of electricity Research project about Nikola Tesla How do you make a complete circuit? Comparing conductors and insulators Making our own switches to add to a circuit <p>COP[∞] – Renewable energy</p> <p>EYFS – Understanding the world</p>	<ul style="list-style-type: none"> Identify how sounds are made. What changes to make the sound louder and quieter? Workings of the inner ear Changing the pitch of sound Making our own musical instruments <p>James West and Gerhard M. Sessler (microphone used in modern phones)</p> <p>EYFS – Understanding the world</p>	<ul style="list-style-type: none"> Explain what makes things living Grouping living things into different categories Differences and similarities between vertebrates and invertebrates Write a fact file about an invertebrate  Complete a bug hunt around the school grounds How do environmental changes affect living creatures? <p>Gerard Durrell (Unique plants and animals)</p> <p>Nilange Jayasinghe (Manager on the Wildlife Conservation team at WWF)</p> <p>COP[∞] – Environmental changes to habitat</p> <p><i>Xplore in Wrexham. Workshop to demonstrate digestion. Practical</i></p>	<p><i>Research: Can I find out about the invention of modern toothpaste?</i></p> <ul style="list-style-type: none"> Identify the different types of teeth and their function Compare human and animal teeth  Describe the functions of the digestive system Understand what a food chain is <p>Washington Sheffield (Toothpaste)</p> <p>Y3 - Animals including humans</p>	<ul style="list-style-type: none"> Links to geography learning <p>Lord Kelvin (Temperature of absolute zero)</p> <p><i>Chester trip. Incorporates visiting the River Dee to discuss the water's journey as part of the water cycle.</i></p> <p>Y1 and Y2 - Materials</p>
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			activities with the human skeleton. Information about different food groups. Year 2 - Living Things and Their Habitats		
	Key Vocabulary Electricity – electricity, electrical appliance/device, mains, plug, electrical circuit, symbol, generate, renewable, non-renewable, electrons Sound – sound wave, source, vibrate, vibration, travel, pitch (high, low), volume, amplitude, faint, quiet, loud, insulation, particles, distance, soundproof, absorb sound, vacuum, ear drum Living Things in their Habitats – classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate herbivore, carnivore, omnivore, producer, predator, prey Animals Including Humans (Teeth and Digestion) – digestive system, digestion, mouth, teeth, saliva, oesophagus, salivary gland, liver, gall bladder, duodenum, stomach, small intestine, large intestine, rectum, anus, incisor, canine, molar, premolar, herbivore, carnivore, omnivore, producer, predator, prey Materials (States of Matter and The Water Cycle) – solid, liquid, gas, water vapour, heating, cooling, state change, melting, freezing, melting point, boiling, boiling point, evaporation, condensation, temperature, water cycle, precipitation				
Working Scientifically	<ul style="list-style-type: none">• Ask relevant questions and use different types of scientific enquiries to answer them• Set up simple practical enquiries, comparative and fair tests• Make up systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers• Gather, record, classify and present data in a variety of ways to help in answering questions• Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions• Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions• Identify differences, similarities or changes related to simple scientific ideas and processes• Use straightforward scientific evidence to answer questions or to support their findings				
Geography	Geography Links during Ancient Civilisations history unit. <ul style="list-style-type: none">• Map work-location of ancient Greece and compare it to modern-day Greece and its location within the continent of Europe Year 3 History – UK (Region of the North West compared to a region of Greece)	Volcanoes and Earthquakes <ul style="list-style-type: none">• Explain what is under the surface of the Earth• Understand and describe the key aspects of a volcano• Debate if people should live near volcanoes• Understand and describe the key aspects of earthquakes• Plot the locations of major volcanoes and earthquakes on maps	Rivers/water <ul style="list-style-type: none">• Describe and understand the water cycle• Explain how clouds and rain are formed• Understand how drinking water is cleaned• Explain the causes and effects of flooding• Look at the causes and effects of water pollution• Carry out fieldwork to identify the features of the River Dee and its usage		


			Year 3 Science – Rocks and fossils		
	Key Vocabulary Europe, map key, symbol, compass, Netherlands, Syria, climate, border, physical geography, human geography, volcanic eruption, tectonic plate, ring of fire, active, dormant, extinct, lava, magma, Richter scale, water cycle, river, River Dee, upper course, middle course, lower course, waterfall.				
History	Greeks <ul style="list-style-type: none">• Use atlas skills and digital mapping to answer: Where is Greece today? What did Ancient Greece look like?• Why did Ancient Greece become so important?• What is democracy? (then and now)• Understand the differences between Athens and Sparta• Investigate how and why the Olympics were invented and compare the ancient Olympic games and modern-day Olympic games• Compete in some Olympic-based events  <ul style="list-style-type: none">• Examining different pieces of Greek architecture• Research Greek gods and goddesses and compare them to Ancient Egyptian gods and goddesses• Evaluate the Greeks achievements and their influence on the Western world				Romans – a local study of Chester <ul style="list-style-type: none">• Recall facts about the Roman invasion of Britain• Why did the Romans settle in Chester (in the North West of England)?• Why were Roman roads built in Britain?• Identify primary sources showing evidence of the Romans in Chester• Understand the lasting impact that the Romans had on Chester• Understand the cause of the Roman decline and the effect it had on Britain• Using maps of Chester to identify where we visited• Creating a map of our visit using a key Visit to Chester Walls and Museum. Cross curricular link to the features of the River  Dee
	Key Vocabulary Specific -The Romans, Julius Caesar, Roman baths, empire, emperor, invasion, settlement, migration, resistance, settlers, impact, effects, democracy, culture, withdrawal, conquer, revolt, outpost, Christianity, The Ancient Greeks, architecture, Spartan, Olympics, Athens, Parthenon, Athenian. General -BCE, CE, AD, timeline, century, millennium, era, chronological, archaeologist, historian, source, artefact, evidence, reliability, achievements, concurrent, global history, British history, comparisons.				
Religious Education	How do humanists understand the world in which	What is my point of view about God	How does/did Jesus change lives?	A story of betrayal or trust? What can	How do Hindus view God and celebrate Diwali? How do Hindus worship in their daily lives?


	<p>they live? How should I live?</p> <ul style="list-style-type: none"> • Explain how Humanists look to science for explanations of origins as evolved animals. • Describe how humans have the potential to make the world a better place and have responsibilities to the planet and each other. • Discuss how Humanists recognise how beliefs may be questioned, supporting freedom of belief and how science may provide answers. • Understand there is no single way to be happy as humans are all different and you should be 	<p>and why do people have belief in God?</p> <ul style="list-style-type: none"> • What do I think about God? • How do Christians describe God? • How do Muslims describe God? • How do Hindus describe God? • How have artists portrayed God in different times? • How does faith impact on decisions? What did Abraham's faith mean to him? • What questions do I have to interview Christians about their belief in God? 	<ul style="list-style-type: none"> • Understand the concept of salvation means 'to be rescued' from sin. • Describe how Christians live their lives as disciples and choose to follow Jesus. • Explain why and how people's lives changed when they met Jesus. 	<p>Christians from the Easter story?</p> <ul style="list-style-type: none"> • Identify and explain the significance of the incidents of betrayal and trust in the Easter story – God's salvation plan? • Use religious vocabulary to make links between Christian beliefs and the stories of Palm Sunday, Holy Week and Easter? • Describe and show understanding of the Christian value of forgiveness in relation to the story of Peter? 	<ul style="list-style-type: none"> • How do Hindus view God? • What is the Trimurti? • Who is Ganesha? • How do Hindus celebrate Diwali? • How does the Ramayana teach Hindus about Good and Evil? • Which words of wisdom from the Bhagavad Gita would you consider important? • What would a Hindu parent want their child to know about God? • What is the meaning of Aum? • What does it mean to have one God in many forms? • Why is a shrine important in a Hindu home? • What is Puja? • How do Hindus worship and celebrate at the festival of Holi? • What do Hindus understand about the journey of life?
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	free to pursue what makes you happy as long as this causes no harm.				
	<p>Key Vocabulary</p> <p>Humanism – humanist, humanism, humanity, science, evidence, evolution, happy human, celebrant.</p> <p>Comparative Worldviews – worldviews, The Holy Trinity, Allah, Brahman, influences, Abrahamic.</p> <p>Christianity – Jesus, Mother Teresa, Disciple, Zacchaeus, Jesus, Easter, Saviour, trust, betrayal, forgiveness, loyalty, Gethsemane, Jerusalem.</p> <p>Hindu Dharma – Hindu Dharma, Hindu, Brahman, Vishnu, Shiva, Brahma, Rama, Sita, Hanuman, Diwali, Holi, Puja, Vedas, Mandir, Reincarnation, Karma, Aum, Dharma, Samsara, Moksha.</p>				
<p>Physical Education</p> 	<p>Dance</p> <p>Modern Jazz (based Primary Grade)</p> <ul style="list-style-type: none">Expand and relax – steps broken down, improved and continuedHand isolations – steps broken down, improved and continuedTriplets – steps broken down, improved and continued <p>Musical Theatre (based on Stage One Musical Theatre and Grade One Theatre Craft)</p> <ul style="list-style-type: none">Story telling through song and dance – using gestures and facial expressionStep ball changeKicks <p>Invasion games</p> <ul style="list-style-type: none">Understanding and implementing rulesApplying tactics to games needed for the specific sporting activityEffectively attack and defend, understanding the differences between the two	<p>Swimming</p> <ul style="list-style-type: none">Swim competently, confidently and proficiently over a distance of at least 25 metresUse a range of strokes effectivelyPerform safe self-rescue in different water-based situations <p><i>Aims and objectives for the end of KS2</i></p> <p>Gymnastics</p> <ul style="list-style-type: none">Work collaboratively to perform balances and sequencesProvide constructive feedback to groupsUnderstand a wider range of themes for shapes and balances <p>Net games</p> <ul style="list-style-type: none">Return the ball after a bounceUsing a backhand stroke to return the ballDevelop the ability to perform both backhands and forehands	<p>Athletics</p> <ul style="list-style-type: none">Passing the baton on the moveDevelop and improve sprint technique to improve speed <p>Striking and fielding games</p> <ul style="list-style-type: none">Underarm and overarm bowl to a partnerStrike the ball when bowled to them		


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

	<ul style="list-style-type: none"> Create some of my own illustrations, inspired by research <p>Year 1 and 2 – Self Portraits</p>	<ul style="list-style-type: none"> Use mixed media to add differences to collage Accurately make repeated patterns Cut with increasing accuracy Combine pattern, colour and shape to show detail in my animal collage Use sketchbooks to design animal collages based on Michelle Reader Carefully choose colours to make the artwork 'pop' (contrasting background and foreground) Use ripping or cutting to select pieces to make the right shape for the animal Understand different glues and how they can be used to stick materials together <p>COP[∞] - recycling</p> <p>Easter Egg Competition</p>	
	<p>Key Vocabulary Collage – tissue, layers, organic shapes, geometric shapes, background, objective art, abstract art Drawing – medium, textures, tones, graduating tones, shading, Zentangle, hatching, cross-hatching Painting – tint, tone, shade, hue, Impressionism, Post-Impressionism Sculpture – join, secure, aesthetics, sculptor, 3D</p>		
Design Technology	<p>3D Nets to create homes – Structure</p> <ul style="list-style-type: none"> Can I identify different types of nets and state what 3D shapes they make? Can I understand how boxes are made up, designing nets that will make 3D shapes? Can I design and develop a product to meet a design brief? Can I select appropriate materials to use to make my box whilst also selecting other materials to make the product attractive in appearance? Can I evaluate my ideas against the design criteria and consider improvements to my work? 	<p>Moving Models – Mechanisms</p> <ul style="list-style-type: none"> Can I develop an understanding of simple pneumatic systems? Can I work as part of a team to design and make a model monster with at least one moving part controlled by a pneumatic system? Can I select from and consider the use of a range of materials according to their functional properties? Can I regularly collaborate with my peers and consider the views of others to improve my work? <p>Designer: James Dyson</p>	<p>Money containers – Textiles</p> <ul style="list-style-type: none"> Can I demonstrate sufficient understanding and skills in working with textiles to design and make a money container? Can I complete different designs and identify the different stages of making my money container? Can I evaluate existing products and test my design to help me select my final design? Can I make a money container that is functional, fit for purpose and meets their design criteria? Can I evaluate my final product and can suggest improvements for next time?

	<ul style="list-style-type: none"> Can I select and use a range of tools to aid me in cutting, sticking and creating my home? 		Designer: Paul Smith
	Designer: Norman Foster Key Vocabulary Design, evaluate, research, prototype, material, construct, structure, joining, technique, scale, net, tab, pneumatic pump, pneumatic system, air pressure, compress, syringe, tubing, wallet, purse, running stitch, over stitch		
Music	Ukulele Key vocabulary: Structure, pulse, rhythm, pitch, bridge, backbeat, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose. Performance Concert	Singing and Performing Key vocabulary: Warm-up, Breathing, Posture, Dynamics, Phrasing, Tuning, Expression, Stagecraft, Vocal Health, Collaboration. Performance Concert	Samba Drums Key vocabulary: Drums, imagination, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, melody. Performance Concert
	<u>Music Year 4 – Knowledge and Skills</u>		
Computing 	Online safety <ul style="list-style-type: none"> To understand some of the methods used to encourage people to buy things online. To understand that technology can be designed to act like or impersonate living things. To understand that technology can be a distraction and identify when someone might need to limit the amount of time spent using technology. To understand what behaviours are appropriate in order to stay safe and be respectful online. Computer systems and networks – Collaborative learning <ul style="list-style-type: none"> To understand that software can be used collaboratively online to work as a team. 	Programming 1 – Further coding with Scratch <ul style="list-style-type: none"> To understand that a variable is a value that can change (depending on conditions) and know that you can create them in Scratch. To know what a conditional statement is in programming. Programming 2- Computational thinking <ul style="list-style-type: none"> To understand that pattern recognition means identifying patterns to help them work out how the code works. To understand that algorithms can be used for a number of purposes e.g. animation, games design etc. Safer Internet Day	Data Handling – Investigating weather <ul style="list-style-type: none"> To know that computers can use different forms of input to sense the world around them so that they can record and respond to data. This is called ‘sensor data’. To know that a weather machine is an automated machine that responds to sensor data. To understand that weather forecasters use specific language, expression and pre-prepared scripts to help create weather forecast films.

		<ul style="list-style-type: none">To know that you can use images, text, transitions and animation in presentation slides				
Key Vocabulary Online safety - accuracy, advantages, advertisements, belief, bot, chatbot, distractions, hashtag, implications, in-app purchases, influencer, recommendations, risks, screen time, search results, snippets, sponsored, trustworthy Computer systems and networks – Collaborative learning - average, collaboration, conditional formatting, contribution, edited, format, freeze, insert, multiple choice, numerical data, presentations, resolved, reviewing comments, slides, spreadsheets, suggestions, survey, teamwork, themes, transitions Programming 1 – Further coding with Scratch - broadcast block, conditional, coordinates, features, negative numbers, orientation, parameters, position, script, stage, variables Data Handling – Investigating weather - backdrop, climate zone, cold, condensation, cylinder, degrees, evaporation, extreme weather, forecast, heat sensor, lightning, measurement, pinwheel, presenter, rain, script, sensitive, sensor data, solar panel, tornado, warm, weather, weather forecast, wind Programming 2- Computational thinking - computational thinking, logical reasoning, pattern recognition						
French 	Class rules in French Lessons. Revisions: Greetings Le cahier de français: Prénom, nom de famille, le drapeau français Class instructions Locate France, Paris... Match the flag.? Linguafun. Est ce le Drapeau de..? C'est .. Date: Days of the week /Months /seasons Weather Paper work. (word search/match sentences.)	Culture: Halloween /All Saints Day /Toussaint / Text Recall Previous Feelings /Les sentiments (j'ai peur, j'ai froid, je suis triste...) (slides? les monstres) Recall Verbs to have, to be... Culture: 11 Nov/ Le jour du souvenir. Colouring to extend vocabulary. Recall Determiners/ Plural/ Phonics Numbers up to 60 (writing)	Happy New Year/ Bonne année Recall Culture/ 6 Jan: l'Épiphanie Les ingrédients et les ustensiles. Song/Chanson: Vive le vent... Recall Culture/ 2 Feb: la chandeleur (Candlemas)/ text Crêpes/pancakes... Numbers up to 70 New song Sports + Verbe jouer (to play)	[Culture: Mardi Gras (Shrove Tuesday) Carnival, Crêpes... text] All about me/ puzzle piece: Gramm: Ask politely/ question form/ verb position: Quel âge a tu ? J'ai..... Ou habites-tu? + Verbe habiter (to live) J'habite a.... en Angleterre. Culture/20 March/ Francophonie day! Continents (pictures of people and places around the world: Eg: Il habite en Afrique....)	Recall Animals (pets/farm/zoo) + new +Recall Habitats vocabulary /Paperwork / Sentence building: L'éléphant habite dans la jungle... [Culture/ 1 Mai: Fête du Travail] Express like and dislikes... Sentence building: j'aime, je n'aime pas, j'adore, je deteste... Gram: Negative form of verb. By pairs: Eg: aimes tu les chiens? Non, je n'aime pas les chiens... Ask and answer questions about siblings and pets.	School subjects Culture/ 19 June: Fête des pères (Father's Day) Gram: mon/ma/mes + other possessives. + Paper work: Word search Culture/ 21 juin: Fête de la Musique (recall all songs), plus recall instruments Game: Le musicien ? Multiples of 10:10-100 New song. Practice numbers. (Bingo) Culture/ La Fête Nationale - 14 juillet

	<p>Numbers 1-60</p> <p>Colours</p> <p>Grammar points (Fill in the blank for determiner/masc/fem how to identify them...)</p> <p>L'alphabet/ Recap all vocabulary</p> <p>Game/Jeu: le pendu (hang man) to reinvest Alphabet</p> <p>Review main phonics</p> <p>Songs (le livre des chansons francaises + individual booklet)</p>	<p>Recall Christmas vocab. (dice/memory) + Songs</p> <p>Merry Christmas/Joyeux Noël (Paper work: Xmas letter: je voudrais...)</p> <p>How to use a bilingual dictionary.</p>		<p>Culture/Fête des Mères (Mothers Day/ different date in France)/ Recall family members + fille/fils/fille unique...etc... Draw the family. Conversation: As-tu des frères et des sœurs? Linguafun.</p> <p>Personal Description: Adjectives for describing hair and eyes.</p> <p>Size (adj agreement)Petit/gr and</p> <p>Songs: recall Verbe avoir (to have) + Recall verbe etre (to be)</p> <p>Culture/mid April: Joyeuses Pâques Recall Easter vocabulary and song.</p>	<p>Gram: Question verb/sujet.? + Est ce que...?</p>			
<p>Happy birthday /Joyeux anniversaire ton anniversaire? Mon anniversaire est le</p> <p>Happy holidays / Bonnes vacances</p> <p>Classroom instructions: Faites un cercle, Asseyez-vous, Levez- vous, Levez la main, Chut, Taisez-vous, Regardez, Ecoutez, Oui, Non, S'il vous plait, Chantez, Comptez...+ Excusez moi, Pardon, Écrivez, Dessinez, Colouriez, Découpez, Pliez, Coller, Distribuez, Ouvrez, Fermez, Rangez , Répétez, Croisez les bras.</p> <p>Date: day, number, month.</p>							<p>Song/Chanson: Quel âge as-tu? J'ai.... Ans.</p>	<p>When is your birthday? Quand est</p>

	<p>Various Grammar points: Gender nouns: Masculinee/femininee, Simple Plural, Adjectives agreement and words order, Definite (le,la,les) & Indefinite (un,une,des) articles, Partitive articles (du/de/des), Formal and unformal (tu/vous), Learning how to ask questions... Negative form (ne....pas), Prepositions of places: en, au, à la, aux, dans, sous, dessus, à côté de...</p> <p>More French Phonics /Graphemes</p> <p>Use of bilingual dictionary.</p> <p>New: Sentence building: Present tense simple verbs and simple pronouns: Etre, Avoir, Aimer, Aller, Manger... New: habiter, jouer, faire.</p>					
<p>PSHE/Sex and Relationships/Safeguarding</p> 	<p>Me and my Relationships</p> <p>Ok or not ok?</p> <ul style="list-style-type: none"> Explain what we mean by a 'positive healthy relationship' Describe some qualities they admire in others <p>Ok or not ok part 2</p> <ul style="list-style-type: none"> Recognise times and describe appropriate strategies for saying 'No' to a friend <p>When feelings change</p> <ul style="list-style-type: none"> Demonstrate feelings through facial expressions and body language Recognise feelings can 	<p>Valuing Difference</p> <p>Islands</p> <ul style="list-style-type: none"> The right to protect personal body space Recognising that non-verbal signals can show how people feel when others are close to their body space Suggest people they can talk to if they feel uncomfortable with people's actions towards them <p>Friend or acquaintance?</p> <ul style="list-style-type: none"> Recognise that they have different types of relationships with people they know (e.g. close family, wider family, 	<p>Keeping Safe</p> <p>Keeping ourselves safe</p> <ul style="list-style-type: none"> Describe stages of identifying and managing risk Suggest people who can help manage risk <p>Raisin challenge (2)</p> <ul style="list-style-type: none"> Understand we can be influenced both positively and negatively Give examples of some consequences of behaving in a risky, unhealthy or unacceptable way <p>How dare you</p> <ul style="list-style-type: none"> Define what is meant by the word 'dare'; Identify from given scenarios which are dares and which are not; 	<p>Rights and Respect</p> <p>Who helps us stay healthy and safe?</p> <ul style="list-style-type: none"> Explain how different people (school/ community) can help them stay healthy and safe Define what is meant by 'being responsible' Describe the various responsibilities of those who help them stay safe and healthy Suggest ways they can help the people who keep them healthy and safe <p>It's your right</p> <ul style="list-style-type: none"> Understand that humans have rights and 	<p>Being My Best</p> <p>What makes me ME!</p> <ul style="list-style-type: none"> Identify ways in which everyone is unique Appreciate their own uniqueness Recognise that there are times when they and their friends will make the same choices and others when they will choose differently <p>Making choices</p> <ul style="list-style-type: none"> Give examples of choices they make for themselves and choices others make for them; Recognise that there are times when they will make the same choices as their friends and times when they 	<p>Growing and Changing</p> <p>My feelings are all over the place!</p> <ul style="list-style-type: none"> Name positive and negative feelings Understand how puberty has emotional as well as physical impact Suggest why young people may fall out with parents Role play how to compromise <p>Secret or surprise?</p> <ul style="list-style-type: none"> Define terms 'secret' and 'surprise', know the difference between a safe/ unsafe secret Recognise how surprises/secrets make them feel Know who can help if a secret made them feel uncomfortable <p>Together</p>

<p>change with further information</p> <p>Under pressure</p> <ul style="list-style-type: none"> • Suggest strategies to respond to bullying • Understand who/where pressure to behave in an unacceptable, unhealthy or risky way may come from 	<p>friends, acquaintances)</p> <ul style="list-style-type: none"> • Give examples of features of these different type of relationships, including how they influence what is shared <p>That is such a stereotype</p> <ul style="list-style-type: none"> • Understand and identify stereotypes including those promoted in the media 	<ul style="list-style-type: none"> • Suggest strategies for managing dares. 	<p>also responsibilities;</p> <ul style="list-style-type: none"> • Identify some rights and also responsibilities that come with these. 	<p>will choose differently.</p> <p>Harold's Seven Rs</p> <ul style="list-style-type: none"> • Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); • Suggest ways the Seven Rs recycling methods can be applied to different scenarios. 	<ul style="list-style-type: none"> • Understand marriage is a commitment to be made freely not against will • Recognise marriage includes same and opposite sex partners • Know legal age for marriage (England and Scotland) • Discuss reasons for marriage, living together, civil ceremony
<p>Key Vocabulary</p> <p>Me and My Relationships – positive, healthy, respect, responsibility, qualities, excluded, assertive, aggressive, negotiate, facial expression, body language, compromise.</p> <p>Valuing Difference – negotiation, compromise, aggressive, apologise, similarities, differences, respect, stereotype, sharing, acquaintances, body space, invade.</p> <p>Keeping Safe – danger, dangerous, risk, risky, hazard, dare, assertive, persevere, influence, consequence, privacy, medicine, drug.</p> <p>Rights and Respect – being responsible, reliable, trustworthy, safe, healthy, rules, laws, rights, responsibility, influence, opinion, respectful, anti-social behaviour.</p> <p>Being My Best – individual, unique, choices, wellbeing, mental health.</p> <p>Growing and Changing – compromise, hormones, puberty, feelings, independence, conflict, secret, surprise, uncomfortable feelings, marriage, live together, civil partnership, forced marriage.</p>					