












Year 4	Humanities			Languages	Arts			Sciences			
	History	Geography	Religious Ed	French	Art & design	Music	PSHE	Science	Physical Ed	Computing	Design Tech
										 Includes E safety	
	As historians we will be:	As geographers we will be:	As theologians and philosophers we will be:	As linguists we will be:	As artists we will be:	As musicians we will be:	As caring citizens we will be:	As scientists we will be:	As sports people we will be:	As information technologists we will be:	As design technologists we will be:
Summer 1	<p><b>Non-European Study:</b> <u>Arabia &amp; Early Islam</u></p> <ul style="list-style-type: none"> <li>Learning that the Byzantine empire dominated the mediterranean in 570</li> <li>Explaining Muhammad's story from being a child brought up in a tribe, to becoming the founder of Islam.</li> <li>Learning that Makkah is a holy city.</li> <li>Understanding that Arabia was a world of religions before the birth of Muhammad.</li> <li>Explaining the achievements and heritage of the Arab people.</li> <li>Understand how important trade was in Arabia, what items were traded and who they traded with.</li> <li>Know the significance of Mount Hira &amp; Early Islam.</li> <li>Explain the difficulties Muslims had, particularly those supporting and protecting Muhammad.</li> <li>Know that the Christian king of Aksum protected Muslims from persecution.</li> <li>Explain the importance of Yathrib and know about the Muslim community there.</li> </ul>	<p><b>Coast &amp; Tourism:</b></p> <ul style="list-style-type: none"> <li>Understanding what coasts are and how they are formed.</li> <li>Identifying key coastal features and understanding how erosion shapes them.</li> <li>Exploring the role of tourism in coastal regions.</li> <li>Investigating the Algarve, Portugal, as a coastal tourist destination.</li> <li>Examining environmental issues and sustainability in the context of coastal tourism.</li> <li>Developing our map skills, research skills, and an understanding of geographical processes.</li> </ul>	<p><b>Christianity: The message that Jesus Spreads</b></p> <ul style="list-style-type: none"> <li>Learning that the bible is a library of books.</li> <li>Understanding that the different books all teach something about God and his relationship with mankind.</li> <li>Understanding that there are four gospels giving good news about Jesus.</li> <li>Explaining what an apostle is and how Christianity spread.</li> <li>Understanding what missionaries are and their role in the spread of Christianity.</li> </ul>	<p><b>Fruits</b></p> <ul style="list-style-type: none"> <li>Recognising and recalling 10 fruit nouns in French with their correct determiners/ articles</li> <li>Changing singular nouns into the plural form in French</li> <li>Using the structure 'j'aime' (I like) with the fruit nouns</li> <li>Using the negative structure 'je n'aime pas' (I do not like) with the fruit nouns</li> </ul>	<p><b>Drawing : Still Life</b></p> <ul style="list-style-type: none"> <li>Exploring what is still life</li> <li>Using soft, light sketching techniques to create a still life sketch.</li> <li>Adjusting own pencil grip when sketching.</li> <li>Understanding how shading is linked to the light source in a drawing</li> <li>Identify an artwork that is visually pleasing and explaining why.</li> <li>Listen to others' opinions of artworks, and trying to see their point of view.</li> <li>Understanding how artists create the illusion of depth in their artwork.</li> <li>Designing and drawing own composition inspired by still life of famous artists.</li> <li>Giving reasons for own choices.</li> </ul> <p><b>Paul Cezanne &amp; Laurin McCracken</b></p>	<p><b>The Beatles: Blackbird - Pop</b></p> <ul style="list-style-type: none"> <li>Performing through: both singing and playing.</li> <li>Learning the names of musical instruments</li> <li>Listening to &amp; composing music</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Understanding jealousy and how it can impact relationships</li> <li>Examining how negative feelings are a normal part of loss</li> <li>Understanding how memories support us during loss</li> <li>Identifying people who are special to us and saying why</li> </ul>	<p><b>Sounds</b></p> <ul style="list-style-type: none"> <li>Identifying how sounds are made</li> <li>Recognising that vibrations from sounds</li> <li>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Developing our stamina and understanding of speed related to distance</li> <li>Developing our jumping techniques</li> </ul> <p><b>Badminton</b></p> <ul style="list-style-type: none"> <li>Developing our footwork and improving our forehand and backhand grip</li> <li>Working cooperatively to have a continuous rally</li> <li>Learning how to score</li> </ul>	<p><b>E Safety</b></p> <ul style="list-style-type: none"> <li>Learning how a message can hurt someone's feelings and how to respond to a hurtful message online.</li> <li>Understanding the term 'plagiarism' and how to avoid it.</li> <li>Creating a safe online profile and understanding what information is acceptable to use.</li> <li>Explaining how to be a responsible digital citizen.</li> </ul>	<p><b>Mechanisms: Cogs, gears &amp; cams</b></p> <ul style="list-style-type: none"> <li>Making use of cross sectional designs.</li> <li>Using woodworking skills to construct an automata.</li> <li>Refining, measuring and cutting materials,</li> <li>Assembling the frame.</li> <li>Choosing cams as part of their design.</li> <li>Designing the characters that sit on the followers to form an interactive shop display.</li> </ul>
	Summer 2			<p><b>Islam: Ramadan</b></p> <ul style="list-style-type: none"> <li>Learning that Ramadan is the 9th month of the Islamic calendar.</li> <li>Understanding it is regarded as one of the five pillars.</li> <li>Knowing that during this month Muslims abstain from food and drink from sunrise to sunset.</li> <li>Learning Suhur is the name for the pre-dawn meal and iftar is the nightly meal that breaks the fast.</li> <li>Understanding that its purpose is a time for spiritual reflection</li> </ul>	<p><b>Vegetables (E)</b></p> <ul style="list-style-type: none"> <li>Recognising and recalling 10 vegetable nouns in French with their correct plural determiner/articles</li> <li>Constructing a question to ask for a kilo or half a kilo of a vegetable</li> <li>Using the structure 'Je voudrais' (I would like) when buying vegetables</li> <li>Using the construction 'et' (and) when buying more than one vegetable</li> </ul>		<p><b>Reflect, rewind and replay:</b></p> <ul style="list-style-type: none"> <li>Performing through: playing.</li> <li>Listening to &amp; composing music</li> </ul> <p><b>Key Vocabulary this year:</b></p> <ul style="list-style-type: none"> <li>Bars in stave</li> <li>Chord</li> <li>Octave</li> <li>Time signature (2/4, 3/4, 4/4)</li> <li>Minim</li> <li>Quaver</li> <li>Compose</li> </ul>	<p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>Learning characteristics we inherit are part of the ovum and sperm joining</li> <li>Know that babies are made resulting from the sperm joining the egg</li> <li>Knowing how bodies change at puberty in</li> <li>Understanding the importance of personal hygiene</li> <li>Learning more about emotions</li> </ul>	<p><b>Habitats</b></p> <ul style="list-style-type: none"> <li>Exploring and using classification keys</li> <li>Recognising that environments can change sometimes posing dangers to living things.</li> <li>Exploring the impact of humans both positive/ negative on habitats.</li> </ul>	<p><b>Rounders</b></p> <ul style="list-style-type: none"> <li>Playing different positions</li> <li>Refining fielding skills of a short stop pick up</li> </ul> <p><b>OAA</b></p> <ul style="list-style-type: none"> <li>Improving our cooperation and teamwork skills</li> <li>Developing our navigation skills</li> <li>Examining trust and following instructions</li> </ul>	<p><b>Hardware Investigators</b></p> <ul style="list-style-type: none"> <li>Structure of coding language Logo</li> <li>Using Logo to create shapes</li> <li>Using the repeat function for efficiency</li> </ul> <p><b>ESafety:</b> Review</p>

