
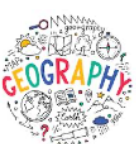











Year 4	Humanities			Languages	Arts			Sciences			
	History	Geography	Religious Ed	French	Art & design	Music	PSHE	Science	Physical Ed	Computing	Design Tech
										 Includes E safety	
	As historians we will be:	As geographers we will be:	As theologians and philosophers we will be:	As linguists we will 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:
Autumn 1	<p><b>Roman Empire &amp; Impact on Britain</b></p> <ul style="list-style-type: none"> <li>Considering different points of view about historical events.</li> <li>Studying different accounts of an historical figure and suggest why they are different.</li> <li>Gathering information from books, texts and pictures to find out about aspects of life in Roman Britain.</li> <li>Explaining why and how the Romans invaded Britain.</li> <li>Knowing that Celts were living in Britain at the time of the Roman invasion.</li> <li>Describing what life was like in Celtic Britain.</li> <li>Describing the events surrounding Boudicca's revolt.</li> <li>Suggesting how Britain might be different today if the Romans had never invaded.</li> </ul> <p><b>Key People</b> Julius Caesar, Emperor Claudius Boudicca</p>	<p><b>Population:</b></p> <ul style="list-style-type: none"> <li>Identifying the most densely and sparsely populated areas.</li> <li>Describing the increase in global population over time.</li> <li>Beginning to describe what might influence the environments people live in.</li> <li>Understanding birth and death rates, suggesting what may influence them.</li> <li>Defining migration, discussing push and pull factors.</li> <li>Explaining why some people have no choice but to leave their homes.</li> <li>Describing the causes of climate change.</li> <li>Suggesting an action we can take to fight climate change.</li> <li>Calculating the length of a route to scale.</li> <li>Following a selected route on an OS map.</li> </ul> <p><b>FIELDWORK</b></p> <ul style="list-style-type: none"> <li>Exploring population records</li> </ul>	<p><b>Christianity 1: The Family of Jesus</b></p> <ul style="list-style-type: none"> <li>Learning the cycle of the Christian year.</li> <li>Understanding the meanings of the major festivals and how they are celebrated.</li> <li>Naming and identifying important symbols.</li> <li>Learning the significance of the BC/AD dating system, while understanding it is not applicable to all faiths.</li> </ul>	<p><b>I am learning French</b></p> <ul style="list-style-type: none"> <li>Finding France on a map</li> <li>Using key greetings</li> <li>Asking and answering the question 'How are you?' In French</li> <li>Asking and answering the question 'What is your name?' In French</li> <li>Counting to 10 in French</li> <li>Recognising 10 colours in French</li> </ul>	<p><b>Painting : Pattern</b></p> <ul style="list-style-type: none"> <li>Experiencing sensory drawing in repetitive pattern making.</li> <li>Exploring artists whom use pattern in their artwork.</li> <li>Creating rules in making patterns.</li> <li>Exploring tessellation in pattern.</li> <li>Creating and using a stencil to make a tessellated piece of art.</li> <li>Exploring colour with water colours and how to load a brush, mix and paint using a variety of brushes and strokes. Know primary, secondary and tertiary colours.</li> <li>Understanding and be able to apply how to lighten and darken hues.</li> <li>Painting tessellated designs. Evaluate own and others artwork.</li> </ul> <p><b>Henri Matisse</b> <b>Sol LeWitt</b></p>	<p><b>Mamma Mia: Pop</b></p> <ul style="list-style-type: none"> <li>Performing through: playing.</li> <li>Listening to &amp; composing music</li> <li>Knowing the names of instruments</li> </ul> <p><b>Key Vocabulary</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>George Frideric Handel</b></p>	<p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>Understanding how individual attitudes and actions make a difference to a class</li> <li>Learning about the different roles in the school community</li> <li>Discussing what democracy is (applied to pupil voice in school)</li> <li>Deepening our understanding that our own actions affect us and others</li> </ul>	<p><b>Materials and states</b></p> <ul style="list-style-type: none"> <li>Developing our understanding of solids, liquids and gases.</li> <li>Observing how materials change state when heated or cooled</li> <li>Measuring and recording temperatures in degrees Celsius</li> <li>Learning about and explaining the water cycle</li> </ul>	<p><b>Tag Rugby</b></p> <ul style="list-style-type: none"> <li>Developing our throwing, catching and running with the ball</li> <li>Dodging defenders and running into space</li> <li>Learning about forward pass and offside</li> </ul> <p><b>Yoga</b></p> <ul style="list-style-type: none"> <li>Copying and repeating poses</li> <li>Increasing our awareness of strength when completing poses</li> <li>Creating a Yoga flow and teaching our partner</li> </ul>	<p><b>Researching</b></p> <ul style="list-style-type: none"> <li>Learning how a message can hurt someone's feelings and how</li> </ul> <p><b>Artificial Intelligence</b></p> <ul style="list-style-type: none"> <li>Understanding the basic concept of AI and real-life examples.</li> <li>Recognising the impact of AI in daily life.</li> <li>Recapping what is meant by the terminology AI.</li> <li>Exploring how AI can assist and benefit us in various aspects of daily life.</li> </ul>	<p><b>Digital World: Wearable Technology</b></p> <ul style="list-style-type: none"> <li>Understanding that, in programming, a 'loop' is code that repeats something again and again until stopped.</li> <li>Learning that a micro:bit is a pocket-sized, codeable computer.</li> <li>Learning that a simulator is able to replicate the functions of an existing piece of technology.</li> <li>Learning what the 'Digital revolution' is and features of some of the products that have evolved as a result.</li> </ul>
Autumn 2			<p><b>Christianity 2: The Birth of Jesus</b></p> <ul style="list-style-type: none"> <li>Understanding the two Biblical narratives of the birth of Jesus and the different messages/theology that these convey.</li> <li>Reflecting on why the birth of Jesus is so important for Christians</li> </ul>	<p><b>Animals</b></p> <ul style="list-style-type: none"> <li>Recognising and recalling up to 10 animals in French with their correct determiners/articles</li> <li>Recognising that there are more determiners/articles in French than in English</li> <li>Using and becoming more familiar with 1st person 'Je suis' (I am)</li> </ul>	<p><b>Glockenspiel 2</b></p> <ul style="list-style-type: none"> <li>Performing through: playing.</li> <li>Listening to &amp; composing music</li> <li>Knowing the names of instruments</li> </ul> <p>Vocabulary as above</p> <p><b>Wolfgang Amadeus Mozart</b></p>	<p><b>Celebrating difference</b></p> <ul style="list-style-type: none"> <li>Learning that sometimes people make assumptions about a person because of the way they look or act</li> <li>Understand there are influences that can affect how we judge a person or situation</li> <li>Aware of what to do if they think bullying is, or might be taking place</li> </ul>	<p><b>Electricity: Power Up!</b></p> <ul style="list-style-type: none"> <li>Constructing a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>Investigating how a switch opens and closes a circuit</li> </ul>	<p><b>Football</b></p> <ul style="list-style-type: none"> <li>Dribbling with increased control and coordination</li> <li>Learning to pass with increased accuracy over a short distance</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Developing individual and partner balances</li> </ul>	<p><b>Coding</b></p> <ul style="list-style-type: none"> <li>Understanding how an IF statement works.</li> <li>Understanding how to use co-ordinates in computer programming.</li> <li>Understanding the 'repeat util command.</li> </ul> <p><b>E Safety:</b> Online reputation</p>	<ul style="list-style-type: none"> <li>Learning <b>George W Theiss</b> &amp; the world's first digital watch</li> </ul>	

