

YEAR 4	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER TERM																																																																																																										
Theme	Getting To Know You Romans	Evolving Theatre	East Barnby	Ancient Mayans	Biomes/Conservation Citizens																																																																																																										
WOW Question/Stimulus /Visits	<p>Why is it important to get to know each other well?</p> <p>Who were the Ancient Romans and what did they do for us?</p> <p>F15: VISIT LOCAL LANDMARKS Visit castle to see Roman Signal post LO: To know why the Romans built a signal station where they did?</p>	<p>The SJT is an important part of Scarborough's history - How has it changed over time and why?</p> <p>F15: BEHIND THE STAGE LOOK AT THE SJT LO: To know how to conduct ourselves in a theatre setting and to know what happens backstage F15: Experience the workplace LO: To know what jobs there are in a theatre</p>	<p>Preparing for our visit: What do we need to know before we go to East Barnby?</p> <p>Educational Visit F15: To become an independent and confident young person</p>	<p>How does the Mayan civilisation compare with British Society and other civilisations of the same period?</p>	<p>What do we know about the biomes of our world and what can we do, to help protect them?</p> <p>F15: MEET AN ANIMAL Visit Flamingo Land LO: To learn how zoos play a part in preservation of endangered species</p> <p>F15: PLAY IN THE PARK LO: To learn how to conduct myself appropriately in a public playground</p>																																																																																																										
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English taught reading	<p>The Iron Man Mr Wuffles (picture book) Charge of the Light Brigade - Alfred Tennyson The bear and the hare Treasure Island - Robert Louis Stevenson</p>	<p>Wreck of the Zanzibar Voices in the Park</p>	<p>The Fantastic Flying Journey - Gerald Durrell Mousehole Cat Non-fiction - Newspaper article re conservation issue Pugs of the Frozen North - Philip Reeves</p>																																																																																																												
Class story	<p>Roman Diary - The story of a Roman Slave Girl by Richard Platt Finish the Iron Man and Treasure Island</p>	<p>Finish Wreck of the Zanzibar and Voices in the Park</p>	<p>Finish The Fantastic Flying Journey and Pugs of the Frozen North</p>																																																																																																												
Spoken Language	<p>F15: SPEAKING TO AN AUDIENCE Talking about themselves LO: To be able to talk about myself to an audience</p>		<p>F15: SPEAKING TO AN AUDIENCE LO: To present research confidently to another class Speaking to an audience - presenting research</p>																																																																																																												
English links to theme	<p>F15: LIBRARY VISIT - LO: To learn how authors portray characters in different ways</p>		<p>F15: LETTERS LO: To write a persuasive letter to the head teacher</p>																																																																																																												

<p>Maths taught</p>	<p>Maths No Problem (4 lessons weekly) Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions (decimals and percentages), Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics Reasoning - Problem of the Day (4 lessons weekly) Arithmetic inc tables testing (1 lesson weekly) Big Maths (daily)</p>					
<p>Maths links to theme</p>	<p>Roman Numerals</p>			<p>Statistics/Data/Graphs</p>		
<p>PSHCE Getting to know you/All about me I can tell you a time when my first impression of someone changed as I got to know them Dreams and goals I know how to make a new plan and set new goals even if I have been disappointed Healthy me I can recognise when people are putting me under pressure and can explain ways to resist this when I want to Relationships I can explain different points of view on an animal rights issue Moving on Transition up the school</p>	<p>Getting to know you/All about me Celebrating difference I can tell you a time when my first impression of someone changed as I got to know them</p>		<p>Dreams and goals I know how to make a new plan and set new goals even if I have been disappointed Healthy me I can recognise when people are putting me under pressure and can explain ways to resist this when I want to</p>		<p>Relationships I can explain different points of view on an animal rights issue Moving on Transition up the school</p>	
<p>RE Opening up Christmas L2.3 Why is Jesus inspiring? 2 weeks : L2.7 What does it mean to be a Christian in Britain today? 2 weeks : Opening up Easter L2.5 Why are festivals important to religious communities? L2.8 What does it mean to be a Hindu in Britain today? L2.6 Why do some people think that life is like a journey and what significant experiences mark this?</p>		<p>Autumn 2 Opening up Christmas L2.3 Why is Jesus inspiring? 2 weeks : L2.7 What does it mean to be a Christian in Britain today? Fr 15 - Christmas Journey at Scarborough Christian Fellowship</p>		<p>Spring 2 2 weeks : Opening up Easter L2.5 Why are festivals important to religious communities? L2.8 What does it mean to be a Hindu in Britain today?</p>		<p>Summer 2 L2.6 Why do some people think that life is like a journey and what significant experiences mark this? Fr 15 - Visits to local religious buildings</p>
<p>British Values</p>	<p>Community</p>					

<p>Science</p>	<p>STATES OF MATTER Pupils should be taught to:</p> <ul style="list-style-type: none"> •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) <p><i>INVESTIGATION - changing state of water/ice SC report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</i></p> <p>BIOME LINK</p> <ul style="list-style-type: none"> •identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature <p>TORNADO IN A BOTTLE investigation</p> <p>HEATING UP AIR</p>	<p>ELECTRICITY Pupils should be taught to:</p> <ul style="list-style-type: none"> •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 <p>EXPERIMENT <i>How many light bulbs can you fit in a circuit before they don't light? SC - ask relevant questions and use different types of scientific enquiries to answer them</i></p> <ul style="list-style-type: none"> •set up simple practical enquiries, comparative and fair tests •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 <p>STATIC ELECTRICITY <i>investigation????</i></p>	<p>SOUNDS Pupils should be taught to:</p> <ul style="list-style-type: none"> •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 <p><i>SC make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</i></p> <p>BALLOON SPEAKERS</p> <p>F15:BEACH VISIT LO: To identify the variety of sounds heard on the beach</p>	<p>ANIMALS INC HUMANS Pupils should be taught to:</p> <ul style="list-style-type: none"> •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 <p><i>EGG and DRINK investigation Which popular drink causes the most damage to our teeth? SC record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</i></p> <ul style="list-style-type: none"> •gather, record, classify and present data in a variety of ways to help in answering questions <p>TASTE WITHOUT SMELL INVESTIGATION</p> <ul style="list-style-type: none"> •construct and interpret a variety of food chains, identifying producers, predators and prey (Living Things and their Habitats) <p>To stay healthy we need to eat healthily - show ch that growing own food can be fun and exciting by starting a mini veg farm.</p> <p>F15: PLANT IT, GROW IT, EAT IT Lo: To learn how to grow foods eaten by the Mayans successfully</p> <p>Children to grow mini veg boxes see EDIBLE GARDEN PLANS Tomatoes, runner beans, peas</p>	<p>LIVING THINGS AND THEIR HABITATS Pupils should be taught to:</p> <ul style="list-style-type: none"> •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 <p>QUICK SAND</p> <p>F15: BEACH VISIT LO: To recognise that environments can change Looking at rock pools as a micro habitat</p> <p>To stay healthy we need to eat healthily - show ch that growing own food can be fun and exciting by starting a mini veg farm.</p> <p>F15: PLANT IT, GROW IT, EAT IT Lo: To learn how to grow foods eaten by the Mayans successfully</p> <p>Children to grow mini veg boxes see EDIBLE GARDEN PLANS Radishes, salad leaves</p>	<p>SCIENTIFIC INQUIRY - SCIENCE WEEK BOOKLET RE OUR WORLD 2020</p> <p>Experiments and investigations to embed understanding of scientific enquiry throughout AT1 Pupils should be taught to:</p> <ul style="list-style-type: none"> •identify differences, similarities or changes related to simple scientific ideas and processes •use straightforward scientific evidence to answer questions or to support their findings <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> •use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
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4	Computer Science				Information Technology		Digital Literacy
National curriculum statements	1. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	2. Use sequence, selection and repetition in programs	3. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	4. Recognise common uses of information technology beyond school.	1. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	2. 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.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.
Computing taught	<p>COMPUTER SCIENCE 1, 2 and 3 INTRO/REVIEW PROG LANGUAGE Learn to use graphical programming language, such as Scratch or Logo to draw regular 2D shapes. Pupils add loops or procedures to create a repeating pattern</p> <p>CREATE AN EDUCATIONAL QUIZ RE ROMANS Create a simple game using a graphical language such as Kodu or Scratch</p>			<p>MANIPULATING PHOTOS IN PHOTOSHOP/ EQUIVALENT INFO TECH 2 <u>Graphics:</u> Learn how to take, adapt or create images to enhance or further develop their work</p>	<p>INFORMATION TECHNOLOGY 2 <u>Digital Publishing:</u> Learn how to use software to create an e-book, brochure or poster on a given subject</p>	<p>INFORMATION TECHNOLOGY 2 CH TO DELIVER A PRESENTATION OF KNOWLEDGE ACQUIRED DURING TOPIC ON QUESTION OF THEIR CHOICE <u>Presentations:</u> Learn to write and deliver a presentation on a given subject - ppt - SUMMER 2 <u>Working with data:</u> Learn to search, sort and graph information. Create graphs (link to maths topic) of weather/rainfall/animal population statistics in various biomes - SUMMER 2 <u>Animations (including sound and video):</u> Learn how to develop a storyboard and then create a simple animation using for instance 'Puppet Pals' or 'Stop Motions' Animation' or imovie or pivot - SUMMER 1</p>	
Computing links – e-safety	<p>Cyberbullying - lesson 1 (CS 4)</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of thinking about how online messages can be hurtful.</p> <p>LO: to identify how a message can hurt someone's feelings.</p> <p>LO: to say how we should respond to a hurtful message online.</p> <p>F15: Experience the workplace (Visit from the police)</p> <p>Lo: To know the consequences of inappropriate cyber activity</p>		<p>Super Searchers - lesson 2 (Info. Tech 1) SJT topic</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content in the context of using search engines accurately.</p> <p>LO: to use a search engine accurately</p>	<p>Copycats - lesson 3</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of finding out about online plagiarism.</p> <p>LO: to understand the term 'plagiarism' and how to avoid it.</p>	<p>Too Much Information? - lesson 4</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of creating their own sample online game account, highlighting information which is acceptable to include.</p> <p>LO: to create a safe online profile.</p>	<p>The Online Community - lesson 5</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of giving examples of how to be a good digital citizen.</p> <p>LO: to explain how to be a responsible digital citizen.</p> <p>Cyber Superheroes - lesson 6</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of creating an online safety character.</p> <p>LO: to create an online safety superhero character.</p>	

Geography

Pupils should be taught to: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 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)

Pupils should be taught to: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America 3 4 (central America) 5

Pupils should be taught to describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts YR4, rivers, (YR5) mountains, volcanoes YR3 and earthquakes, and the water cycle YR4(science) YR5 (rivers) human geography, including: types of settlement and land use, economic activity

Using maps

Follow a route on a large scale map
Study maps of local area and children to draw map of route to school

Locate places on a range of maps (variety of scales)

Fieldwork – line of enquiry

Comparing towns, villages, cities

How does Scarborough compare to Rome (Italy and the route to England)

F15: BEACH VISIT

LO: To follow a route on a scaled map

Making maps

NC: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Children learn how to use orienteering maps and find locations from co-ordinates and clues at East Barnby and in PE at school

F15: FOREST WALK at EAST BARNBY
LO: To know how to build a shelter using naturally sourced materials in the forest

NATIONAL GEOGRAPHIC ASSOCIATION PLANNING YEAR 4 (SP1)

Learning objective:

To learn why map symbols are used and to recognise the OS map symbols.

Key ideas

·Ordnance Survey is Britain's mapping agency. OS create up to date and accurate maps depicting the landscape's human and physical features.
·All OS maps use the same symbols, which are included in a key so people using the map know what each symbol represents. The symbols

NC: Pupils should be taught to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Using Maps

Identify features on an aerial photograph, digital or computer map
Begin to use 8 figure compass and four figure grid references to identify features on a map - link to directions work in maths
Link to Mayan's topic - look at google earth satellite images etc to show physical location as well as pinpointing specific points of interest on a given map

NC: Pupils should be taught to describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts and understand the water cycle (Topic on biomes and the conservation issues effecting our world)

Map knowledge

Locate Continents, Countries and Oceans on a large scale map or globe,
Name the capital cities of countries
Link to topic on biomes

Pupils should be taught to:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

<p>including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Pupils should be taught to:</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>			<p>represent both human features and physical features.</p> <p>Key Questions</p> <ul style="list-style-type: none"> •How can we use maps to find out about the local area? •What is an Ordnance Survey map? •How are places, human and physical features represented on OS maps? •What symbols are used on OS maps? •How can we find places on OS maps? 		
<p>History</p> <p>NC: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> •the Roman Empire and its impact on Britain YR4 <p>Prior knowledge - Britain before 43AD</p> <ul style="list-style-type: none"> • Describe what life was like for all groups of people during Roman Britain. • Explain how Britain changed during Roman Britain using a timeline to help (e.g. explain how the Roman invasion brought an end to the Iron Age) • Explain key leaders that influenced Roman Britain. • Explain how we know about Roman Britain (e.g. artefacts, remains and historical accounts). Study Roman artefacts/tools and explain what their uses were. • Compare the different periods of time you have studied so far (e.g. Stone Age, Bronze Age, Iron Age, Roman Britain). Explain similarities and differences. • Describe the technology seen in Roman Britain. • Explain what the Romans brought to Britain and explain the legacy that the Romans left to the British people. • Describe the causes and consequences of the Roman invasion and then subsequently the 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> •a local history study (Scarborough and the SJJ) YR4 <p>The SJJ is an important part of Scarborough's history - How has it changed over time and why?</p> <p>What is the SJJ?</p> <p>LO: To ask questions relating to the history and significance of the SJJ.</p> <p>(Questions should be simple enough to be researched answered throughout the topic.)</p> <p>Who are Stephen and Alan?</p> <p>http://news.bbc.co.uk/local/york/hi/people_and_places/history/newsid_8378000/8378593.stm</p> <p>LO: To investigate the history of how the theatre got its name, find out how these local people played a part in creating SJJ.</p> <p>History of SJJ</p> <p>LO: use a range of sources to research history of SJJ to present day.</p> <p>LO: To sequence events using a timeline.</p>		<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> •a non-European society that provides contrast with British history - Mayan civilization c. AD 900 YR4 <p>Meeting the Maya</p> <p>LO: discover facts about the Maya civilisation and explain who the Maya people were and when and where in the world they lived.</p> <p>Religion and Gods</p> <p>LO: explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people.</p> <p>Maya Number System</p> <p>LO: understand how the Maya number system works.</p> <p>Exploration and</p>	

	<p>causes and consequences of their return to Rome.</p> <p>The Invasions LO: explain the spread of the Roman empire and recall key facts about the invasion of Britain</p> <p>Roman Roads and other innovations LO: understand why the Romans built new roads in Britain, know where some of the main roads ran from and to and know how the roads were made. Learn about other developments that influenced the way Ancient Britons lived during the Roman era.</p> <p>Boudicca's Rebellion LO: understand how the Roman empire affected different people and how they felt and reacted to the changes that were being made.</p> <p>Hadrian's Wall LO: describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall.</p> <p>Optional Gods and Goddesses LO: understand what the religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped.</p> <p>Roman Baths LO: explain what the Roman baths were and know about the different amenities they contained.</p> <p>Why the Romans left and what legacy they left us.</p>	<p>4. Compare and contrast Changes to the theatre LO: to understand the history of theatre in the round Ch to research and write an explanation of changes to the theatres location , building use and purpose using relevant dates and historical facts, discuss the impact of these changes - positive/negative? Why?</p> <p>Roles within the theatre LO: To explore jobs within the theatre - linking to SJT visit, understanding and appreciating what happens backstage and the importance of appropriate behaviour in the workplace.</p>		<p>Discovery LO: identify and use a range of evidence sources to help me understand more about the Maya civilisation.</p> <p>Mayan Writing LO: explain what the Mayan writing system consists of, how words are constructed and what codices are.</p> <p>Food LO: describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant</p> <p>Why the Mayans declined abruptly...</p>	
<p>Art</p> <p>NC: Pupils should be taught to: create sketch books to record their observations and use them to review and revisit ideas improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay, modrock) and Pupils should be taught: about great artists, architects and designers in history</p>	<p>SELF PORTRAITS Use sketchbooks to record drawings from observation Begin to suggest improvements to own work Draw on a range of scales Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink)</p> <p>F15: VISIT ART GALLERY LO: To learn how other artists portray themselves</p>	<p>THEATRICAL FACE MASKS Introduce 'modroc' Use balloons as a mould covered in cling film for the shape of a face.</p> <p>ART DECO WALLPAPER Investigate the Art Deco period that the SJT/Odeon was built in and replicate wallpaper designs from the period of the theatre productions of the time - designs that influenced Harry Weedon - designer of the Odeon/SJT</p>	<p>CREATING WATERCOLOUR REPRESENTATIONS OF PHOTOS TAKEN ON VISIT Use a variety of ways to record ideas including digital cameras and iPads Develop artistic/visual vocabulary to discuss work Use a variety of brushes and experiment with ways of marking with them Develop shadows Use of tracing Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves) Experiment with</p>	<p>Use the work of artists to replicate ideas or inspire own work e.g. Look at the work of artists who formed geometric abstract paintings such as Malevich, Matisse and Mondrian</p> <p>Develop use of modroc to CREATE SCULPTURES Use pipe cleaners/wire to create sculptures of human forms</p>	<p>Using roller & inks, take prints from other objects (leaves, fabric, corrugated card) to show texture make string print, create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays Form string roller prints to create continuous patterns - in style of India Flint see ppt MAKE REPRESENTATIVE PICTURES OF BIOMES THROUGH PRINT WORK</p> <p>CREATE PICS BY Developing individual and group collages, working on a range of scales Look at the work of David Hockney e.g. photo montages (collage) Compared with the work of artists Ruth Daniels(colour) And produce a 4 in 1 compilation using stimulus</p>

			<p>watercolour, exploring intensity of colour to develop shades</p> <p>Explore complementary and opposing colours in creating patterns</p>		<p>from the 2 artists</p> <p>Deepak Arts and Crafts (4 in 1 pictures)</p>  <p>https://www.facebook.com/deepakstart/videos/521401712137324/</p>
<p>Design and Tech.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 select from and use a wider range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing], accurately 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 investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products 		<p>JUGGLING BALLS/THEATRE PUPPETS</p> <p>1.Product Analysis</p> <p>NC: To investigate and evaluate a range of existing products in the context of a product analysis of existing juggling balls/theatre masks.</p> <p>LO: to investigate and evaluate juggling balls/theatre puppets.</p> <p>2.Designing</p> <p>NC:To generate, develop, model and communicate ideas through discussion and annotated sketches in the context of designing a circus themed juggling ball/theatre puppets.</p> <p>LO: to follow design criteria to help create and communicate ideas.</p> <p>3.Tie-Dye</p> <p>NC:To select from and use a range of tools and equipment to perform practical tasks accurately in the context of creating a tie-dye background for a juggling ball/theatre puppets.</p> <p>LO: to perform tie-dye as a technique for decorating fabric.</p> <p>4.Filling and Hemming</p> <p>NC:To select from and use a wider range of materials and components according to their functional properties in the context of choosing the filling for their juggling balls/coverage for their theatre mask.</p> <p>LO: to research and trial different fillings for a juggling ball and decide upon the most functional one.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting and shaping), accurately in the context of cutting, shaping and hemming a juggling ball/theatre mask.</p> <p>LO: to cut around a template and</p>		<p>Making Food Dish</p> <p>Link to Mayans and compare their diet with ours - Was the Mayan diet healthy?</p> <p>Use a wider range of materials and components, food ingredients,</p> <p>Know that food is grown</p> <p>Know that seasons may affect the food available</p> <p>Know that a healthy diet is made up from a variety and balance of different foods and drinks, as depicted in the 'eat well' plate</p> <p>How to prepare and cook a traditional Mayan dish</p> <p>F15: Baking/Tasting Foods</p> <p>LO: To know how the Mayans used local food produce in their diet</p> <p>F15: PLANT IT, GROW IT, EAT IT</p> <p>Lo: To learn how to grow foods eaten by the Mayans successfully</p> <p>Children to grow mini veg boxes see EDIBLE GARDEN PLANS</p>	<p>MECHANICAL POSTERS</p> <p>1.Mechanical Systems</p> <p>Investigate and analyse a range of existing products in the context of investigating existing lever and linkage mechanisms.</p> <p>LO: to investigate mechanical systems.</p> <p>2.Lever and Linkages</p> <p>Understand and use mechanical systems in their products (for example levers and linkages), in the context of making a mechanism which uses levers and linkages.</p> <p>LO: to make mechanical systems which use levers and linkages</p> <p>3.Designing</p> <p>Use research and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose, aimed at individuals or groups, in the context of developing design criteria and design ideas for a moving poster to promote recycling.</p> <p>LO: to develop design criteria to help me design innovative product.</p> <p>Generate, develop, model and communicate ideas through discussion, annotated sketches, and prototypes, in the context of generating and developing ideas to make a moving poster.</p> <p>LO: to use sketches to develop and communicate ideas.</p> <p>4.Prototypes</p> <p>Generate, develop, model and communicate ideas through discussion, annotated sketches, and prototypes, in the context of using the moving poster design to create a prototype.</p> <p>LO: to use prototypes to develop my ideas.</p> <p>5.Finishing a Product</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks accurately, in the context of selecting and using the correct tools and equipment make a moving poster.</p> <p>LO: to select and use the correct tools and equipment 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, in the context of</p>

<p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>		<p>use a running stitch to create a hem.</p> <p>5. Decorative Fabric</p> <p>NC: To select from and use a wider range of materials and components, including textiles according to their functional properties and aesthetic qualities in the context of using a functional method for decorating a fabric.</p> <p>LO: to use a functional technique to carefully decorate fabric.</p> <p>6. Shaping and Joining</p> <p>To select from and use a wider range of tools and equipment to perform practical tasks (for examples shaping and joining), accurately in the context of shaping and joining a juggling ball/creating a puppet.</p> <p>LO: to use an appropriate stitch to create a finished shape.</p> <p>7. Evaluate</p> <p>NC: Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work in the context of evaluating juggling balls/puppets.</p> <p>LO: to evaluate a product.</p>			<p>selecting materials to produce a high quality finish on a moving poster.</p> <p>LO: to carefully select materials and use different techniques.</p> <p>6. Evaluating Our Posters</p> <p>Understand and use mechanical systems in their products (for example levers and linkages), in the context of knowing the name and function of the parts of a lever and linkage system.</p> <p>LO: to name the parts and functions of a lever and linkage mechanical system.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work, in the context of evaluating their moving poster.</p> <p>LO: to evaluate a poster.</p>
<p>Music</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression use and understand staff and other musical notation <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related 	<p>GETTING TO KNOW YOU - Julie Andrews</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Use and understand staff and other musical notation</p> <p>https://www.youtube.com/watch?v=BbbYY-pAmIY</p> <p>Singing/chanting 'getting to know you' song lyrics, with music. Chn will become familiar with pitch/tone/expression/volume and tune when rehearsing and performing in a group, using their voices and simple musical compliments.</p>	<p>HARVEST/CHRISTMAS</p> <p>Whole school performances - ch learn songs and perform them for a public audience.</p>			<p>CARNIVAL OF THE ANIMALS</p> <p>Camille Saint Saens</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians.</p> <p>Listen to and discuss compositions and why they remind us of the animals they are depicting then ch to create appropriate dance movements/sequences to the music</p> <p>Create compositions of their own using percussion instruments</p>

<p>dimension of music</p> <ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians 						
<p>PE</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performance with previous ones and demonstrate improvement to achieve their personal best 	<p>Year 3/4</p> <p>1 Skip2bfit sessions Los to improve hand to foot coordination, balance, strength, fitness and timing</p> <p>1 20 minute laps LO: to build stamina, to improve fitness, to develop a growth mind-set</p> <p>2 Skip2bfit sessions Los to improve hand to foot coordination, balance, strength, fitness and timing</p> <p>6 Invasion games LOS: to work well in a team cooperatively To apply basics attacking and defensive tactics To practise invasion game skills in isolation To work well cooperatively To learn and follow simple rules To start to use basic skills in recognised games i.e football, rugby, basketball</p>	<p>Year 3 and 4</p> <p>1 Skip2bfit sessions Los to improve hand to foot coordination, balance, strength, fitness and timing</p> <p>6 weeks gymnastics LOS Perform a gymnastic sequence with a partner using different speeds and 3 balances and different ways of travelling Balance on different points Complete partner balances</p>	<p>Year $\frac{3}{4}$</p> <p>1 Skip2bfit sessions Los to improve hand to foot coordination, balance, strength, fitness and timing</p> <p>5 weeks indoor bowls/botcha Los: to develop and effective rolling technique To improve accuracy To begin to think about decisions (i.e. not knocking away your own good shot) To work cooperatively in a team To follow the rules of a simple game</p>	<p>Year $\frac{3}{4}$</p> <p>1 Skip2bfit sessions Los to improve hand to foot coordination, balance, strength, fitness and timing</p> <p>5 weeks Hockey Los: to develop stick eye coordination To be able to send a ball a short distance accurately To understand safety rules when playing with a hockey stick To apply basic defensive and attacking strategies in one on one and small sided games. To observe and notice good play i.e. who has scored a goal, done some good dribbling</p>	<p>Year $\frac{3}{4}$</p> <p>1 20 minute lap LO: to build stamina, to improve fitness, to develop a growth mind-set</p> <p>5 cricket Los: to be able to bowl underarm in a straight line, to begin to develop an overarm bowling action, to be able to stop a rolling ball quickly, to be able to play a defensive and an offensive swing, to develop bat eye coordination to be able to strike a slow moving ball, to understand basic fielding strategies (get it back to the bowler or the wicket keeper), to be able to catch a dropping ball with confidence, to have the confidence to attempt reaction catches with balls at higher speed.</p>	<p>Year $\frac{3}{4}$</p> <p>7 weeks athletics LOS: to learn running technique (running on balls of feet, taking long strides, use arms, kicking legs up to bottom), to perform different types of jump (1 to 1, 1 to 2, 2 to 1, 2, 2, one to the other, both ways), to choose the best type of jump to achieve a challenge, to begin to use an overarm throwing action to throw a javelin (side on, left arm up, javelin pointing up, twist body with throw, lean backwards), to be able to throw a Frisbee (flick of wrist, bent elbow, shoulder back, body side on, twist upper body), to be able run at different speeds for different distances, to be able to run solidly for 2 minutes.</p>

<p>French</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> •listen attentively to spoken language and show understanding by joining in and responding •explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words •engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* •speak in sentences, using familiar vocabulary, phrases and basic language structures •develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* •present ideas and information orally to a range of audiences* •read carefully and show understanding of words, phrases and simple writing •appreciate stories, songs, poems and rhymes in the language •broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary •write phrases from memory, and adapt these to create new sentences, to express ideas clearly •describe people, places, things and actions orally* and in writing 	<p>Les monstres</p> <p>Learn the names for the main parts of the body</p> <p>Revise numbers to 10</p> <p>Use newly learnt vocabulary to describe themselves and others</p> <p>Learn a traditional French song and dance</p>	<p>Le calendrier des fêtes</p> <p>Most pupils will learn the months and dates in French</p> <p>They will study a range of different festivals celebrated in French</p> <p>As this unit is planned for autumn term 2, part of the unit will be spent learning about Christmas traditions in France</p>	<p>Les animaux</p> <p>Learn the names for some pet animals</p> <p>Learn to talk about their pets</p> <p>Learn to write simple/complex sentences about their pets</p> <p>Learn animal songs</p>	<p>Au marché</p> <p>Compare shopping in French markets with their own experiences</p> <p>Learn names for vegetables in French</p> <p>Learn how to buy some vegetables</p> <p>Extra lesson ideas and resources to explore healthy/ unhealthy foods based on The very hungry caterpillar</p>	<p>Je suis le musicien</p> <p>Learn to say which instrument they play/would like to play</p> <p>Learn to focus on the rhythm in sentences</p> <p>Use the language and structures to write a rap</p>	<p>À la mode</p> <p>Learn vocabulary for a range of clothes</p> <p>Learn to say what they and others wear in different weathers/seasons</p>
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