



Year 4

Autumn - Roman Empire

Spring - Water

Summer - At Risk Environments - Rainforests





Topic – Water
Year 4 – Autumn Term
Subject – Science - Electricity



Prior Learning	This is the first time the children have studied electricity.
What Comes Next	In Year 6, children will associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuits and compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
Key Vocabulary	Electrical circuit, appliances, bulbs, switches, buzzers, series circuit, conductors, insulators

Notes and Guidance	Skills	Knowledge
<p>Pupils could construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices. Pupils should draw the circuit as a pictorial representation, not necessarily using conventional circuit symbols. Pupils could experiment to find that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit.</p>	<p>Scientific Enquiry</p> <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 systematic and careful observations and, where appropriate, taking 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. <p>Electricity</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 • 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. 	<ul style="list-style-type: none"> • That electricity can be sourced from mains or cells and that electricity can have a variable output. • That appliances in the home can be found using both forms of electricity and that those using low voltages can be powered by cells • That problems in ineffective circuits can be identified by trouble-shooting. Working through each variable in turn • That the circuits created are very similar to those found in the home. • That where an insulator is required, specific materials are chosen in order to best suit practical purposes e.g. the coating on electrical wires.

Enrichment

During this topic, the children will go on a visit to Lunt Roman Fort to see primary sources and learn more about the Roman Empire.



Prior Learning	This is the first time the children have studied sound.	
What Comes Next	The children will study light and how this travels in Year 6.	
Key Vocabulary	Vibrations, dissipate, pitch, length.	
Notes and Guidance	Skills	Knowledge
<p>Pupils should explore and identify the way sound is made through vibration in a range of different musical instruments from around the world; and find out how the pitch and volume of sounds can be changed in a variety of ways.</p> <p>Pupils might find patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses. They might make earmuffs from a variety of different materials to investigate which provides the best insulation against sound. They could make and play their own instruments by using what they have found out about pitch and volume.</p>	<p>Scientific Enquiry</p> <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 systematic and careful observations and, where appropriate, taking 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. <p>Sound</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. 	<ul style="list-style-type: none"> • That vibrations can be witnessed in some instruments. • That different mediums (paper/wood/glass/brick) conduct sound vibrations more or less successfully. • That there is a connection between the size of an instrument and the pitch of sound it can produce. • That by playing an instrument with a greater force may produce a louder sound and vice versa. • That sound waves dissipate over distance.
<p>Enrichment</p> <p>During this topic, the children will go on a visit to Lunt Roman Fort to see primary sources and learn more about the Roman Empire.</p>		



Topic – Roman Empire
Year 4 – Autumn Term
Subject – History



Prior Learning	In Year 3 pupils have learnt about the Ancient Greek civilization so will be aware of some of the features of Ancient civilizations that are present in today's society.	
What Comes Next	The children will study the Vikings in Year 5 and learn about later groups to settle in Ancient Britain.	
Key Vocabulary	Dates, time period, era, change, chronology, Roman Empire, Picts, legion, emperor, Celts, Iceni, Caledonia, Julius Caesar, Boudicca	
Notes and Guidance	Skills	Knowledge
<p>Pupils should learn about the structure and influence of the Ancient Roman civilization. What aspects of that civilization were novel? Children should learn that the Roman Empire began to form during the 3rd century BC as the Roman Republic annexed large territories. The reign of Augustus 27BC –14AD led to the Classic period of peace and the formation of the values, some of which have continued to this day. Investigate the importance to Roman society of the arts, religious beliefs, recreation and education.</p> <p>Note: Pupils can be introduced to the fact that 35% of people in the empire were slaves. This will provide a contrast with today's society and illustrate that although many Roman ideas are recognisable it was a very different society to ours.</p> <p>Pupils might work historically by drawing information from a range of source materials – written texts, pictures, pottery</p> <p>Note: Children may begin to understand why study of ancient civilisations is limited by the range of source materials available. Children to play Jenga to understand the fall of the Roman Empire, each block representing a feature that may have implicated the decline.</p>	<ul style="list-style-type: none"> • Suggest causes and consequences of the main events and changes • Explain how artefacts can be used to create a picture of life in the past (use more than one source) • Begin to complete own research • Place events, artefacts and historical figures on a timeline using dates • Use dates and terms to describe events • Understand concept of change and use evidence • Use appropriate vocab: date, time period, era, change, chronology • Present ideas using models, drama, role play, letters, recounts, poems, adverts, diaries etc. 	<ul style="list-style-type: none"> • The Roman rule of Britain was after the prehistoric era and Celts • Romulus and Remus story • The Roman empire formed during 3rd century • The reason why Romans invaded Britain • The Roman invasion began with Julius Caesar and was completed by Emperor Claudius • The changes that the Romans brought to Britain and compare to today • What the everyday lives of Roman people were like • Why the Romans left Britain
<p>Enrichment</p> <p>During this topic, the children will go on a visit to Lunt Roman Fort to see primary sources and learn more about the Roman Empire.</p>		



Prior Learning	In Year 3, the children have looked at locating a range of countries on a map so the children will have the basic skills to help them continue this in Year 4.	
What Comes Next	The children will look at surrendering countries as part of their WW2 topic in Year 5. They will use the skills of map reading from the previous Years to help them do this.	
Key Vocabulary	Eruption, magna, mantle, fault, lava, crust, extinct, active, dormant, core, crust, ash, crater.	
Notes and Guidance	Skills	Knowledge
<p>Pupils should learn about the Geographical features of Italy. What is it like as a country? What are its geographical features in terms of terrain and weather – how have these affected the use of land in the country?</p> <p>Children may learn about the use and features of Atlases, for example they may use keys to identify major cities, the terrain of an area and begin to gain an understanding of scale. Children can identify the geographical extent of the Roman Empire and create a map of the empire. More able could use scale to calculate distances in miles and kilometres.</p>	<ul style="list-style-type: none"> To locate some volcanoes on a world map To locate the ring of fire on a map To describe what you find underground To create and label a cross section of the earth To describe volcanoes using the terms active, dormant and extinct To use a map and digital computing to locate volcanoes and describe the features studied. 	<ul style="list-style-type: none"> To say where volcanoes are found To tell you where earthquakes happen To list the layers that make up the earth To name parts of a volcano To describe how a volcano is formed To describe what happens when a volcano erupts To explain how volcanoes effect people's lives To explain the terms active, dormant and extinct To list the benefits and risks of living near a volcano
<p>Enrichment</p> <p>During this topic, the children will go on a visit to Lunt Roman Fort to see primary sources and learn more about the Roman Empire.</p>		



Topic – Roman Empire
Year 4 – Autumn Term
Subject – Religious Education



Prior Learning	In Year 3, children thought about what kind of world Jesus wanted. As well as learning about the Trinity and why is it an important idea for Christians.	
What Comes Next	In Year 5, children's learning about Christianity will focus on Christians' belief of being holy and loving; Jesus as King and saviour and the way in which Christians choose to live.	
Key Vocabulary	God, creation, Genesis 1, Genesis 3, steward. Humanism, moral code, values.	
Notes and Guidance	Skills	Knowledge
<p>UL2.3 - 'What do Christians learn from the Bible's creation stories?'</p> <p>UL2.6 - 'Values: What matter most to Humanists/ Christians?'</p>	<p>UL2.3</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Place the concepts of God and Creation on a timeline of the Bible's 'Big Story' Make clear links between Genesis 1 and what Christians believe about God and Creation Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world <p>Understand the impact:</p> <ul style="list-style-type: none"> Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the earth – some specific ways) Describe how and why Christians might pray to God, say sorry and ask for forgiveness. <p>Make connections:</p> <ul style="list-style-type: none"> Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today <p>UL2.6</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God', and exist without a designer) <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between Christian and Humanist ideas about being good and how people live Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view <p>Make connections:</p> <ul style="list-style-type: none"> Raise important questions and suggest answers about how and why people should be good Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views. 	<p>UL2.3</p> <ul style="list-style-type: none"> Where the concepts of God and Creation fit on a timeline of the Bible's 'Big Story.' Know the links between Genesis 1 and what Christians believe about God and creation. Recognise the story of 'The Fall' in Genesis 3. <p>UL2.6</p> <ul style="list-style-type: none"> Why some people are considered good and bad (Christians and Humanists) The difference between how Christians and Humanist live. Why it might be helpful to follow a moral code and why it might be difficult.
Enrichment	During this topic, the children will go on a visit to Lunt Roman Fort to see primary sources and learn more about the Roman Empire.	



Prior Learning	In Year 3, children began to use shading in their drawing when showing shadows on their images of Stone Henge.
What Comes Next	In Year 5, children will use different media to draw (charcoal and chalk) when completing WW2 artwork on the theme of Henry Moore.
Key Vocabulary	Drawing: annotate, media, figure, form, diagonal, harsh, regular, irregular, distance, pressure, appearance, perspective, depth

Notes and Guidance	Skills	Knowledge
Drawing – Drawing buildings (Maison Carree) (Inspired by Vitruvius)	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists and architects/engineers working in different times and cultures. Explore the work of Vitruvius. Compare ideas, methods, approaches in their own, and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Use sketchbooks to collect and record ideas and practise techniques <p>Drawing</p> <ul style="list-style-type: none"> Design and create a symmetrical pattern Develop and sketch own ideas Develop use of perspective, distance and depth in their drawing. 	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none"> That Vitruvius was a Roman architect and engineer How architects are different from artists and designers A few facts about Vitruvius and his architecture Understand the cultural context of Roman architecture <p>Drawing</p> <ul style="list-style-type: none"> How to express their own ideas through drawing The terms 'perspective', 'distance' and 'depth' in drawing

Enrichment

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Prior Learning	In Year 2, the children joined fabric in simple ways by gluing and stitching; used simple patterns and templates for marking out and evaluated a range of textile products when creating a seaside puppet.
What Comes Next	In Year 6, the children will return to textiles where they will combine different fabric shapes and using CAD create a pencil case or stationary organiser.
Key Vocabulary	Fabric, fastening, zip, button, finishing technique, templates, stitch, seam, seam allowance, user, purpose, design, model, evaluate, prototype, annotated sketch, innovative, investigate, label, drawing, aesthetics, function, pattern pieces

Notes and Guidance	Skills	Knowledge
<p>POAP – Textiles- 2d shape to 3d product</p> <p>Outcome – A roman tunic</p>	<p>Designing</p> <ul style="list-style-type: none"> Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s working more independently where possible. Produce annotated sketches, prototypes, final product sketches and pattern pieces. <p>Making</p> <ul style="list-style-type: none"> Plan the main stages of making. Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. <p>Evaluating</p> <ul style="list-style-type: none"> Investigate a range of 3-D textile products relevant to the project. Test and evaluate their product against the original design criteria and with the intended user. Take into account others' views. Understand how a key event/individual has influenced the development of the chosen product and/or fabric. 	<ul style="list-style-type: none"> Know how to strengthen, stiffen and reinforce existing fabrics. Know how to securely join two pieces of fabric together. Know the need for patterns and seam allowances. Know and use technical vocabulary relevant to the project.

Enrichment

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Prior Learning	Previously, the children will have developed their musical skills through weekly trumpet lessons. The children will have learnt to read some music and play pieces individually and as a group.		
What Comes Next	Next year, the children will continue to develop their musical understanding through further learning of key vocabulary and musical elements. They will also look at more genres and key features of music.		
Key Vocabulary	Rhythm, pulse, melody, pitch, tempo, dynamics, duration, structure, timbre, genre, stave, crotchet, quaver, semi-quaver, minim, semibreve, forte, piano, round, ostinato, composer, binary, ternary		
Notes and Guidance		Skills	Knowledge
<p>Sing for pleasure Sing up Just like a Roman/ Invade!</p> <p><u>Autumn 1</u></p> <p>William Tell – Orff link on YouTube</p> <p>Symphony No 1 – Price – PPT</p> <p><u>Autumn 2</u></p> <p>Nutcracker</p> <p>Singing Let's start to sing – Singup</p> <p>Playing Exploring ostinatos: repeated rhythmic patterns</p> <p>Composing: Creating 4 beat rhythmic patterns</p>		<ul style="list-style-type: none"> Continue to sing a broad range of unison songs with the range of an octave (do-do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (diminuendo) Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony Play and perform melodies following staff notation using a small range (e.g. Middle C –G/ do-so) as a whole class or in small groups Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation. To recognise and identify instruments being played Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble 	<ul style="list-style-type: none"> Compare music and express growing tastes in music Continue to learn about the different purposes of music throughout history and in other cultures Introduce major and minor chords Introduce and understand the differences between minims, crotchets, paired quavers and rests.
<p>Enrichment</p> <p>During this topic, the children will go on a visit to Lunt Roman Fort to see primary sources and learn more about the Roman Empire.</p>			



Topic – Roman Empire
Year 4 – Autumn Term
Subject – Computing



Prior Learning	During autumn term last Year, the children focused on data. They searched, interpreted, inputted, created and saved work.
What Comes Next	During autumn term next Year, the children will focus on word processing and presentation. They will insert a textbox, header and text box, locate images and type longer passages.
Key Vocabulary	Map, data, title, template, animated, graphics, present, interactive, opinion, belief, fact.

Notes and Guidance	Skills	Knowledge
	<ul style="list-style-type: none">• Log into VISME using a user name and password• Navigate a menu to choose a map• Edit map data to reflect their chosen information• Add a title and text to their map template• Insert animated graphics to visually enhance their map template• Present their map to a peer group• Analyse information and differentiate between opinion, beliefs and fact.	<ul style="list-style-type: none">• What interactive maps are used for, including: presenting statistics, weather reports, news reports etc.• A variety of resources can be made interactives including images, text, charts etc• What a strong password looks like and the importance of having different passwords.• People sometimes behave differently online, including by pretending to be someone they're not.

Enrichment

During this topic, the children will go on a visit to Lunt Roman Fort to see primary sources and learn more about the Roman Empire.



Prior Learning	In Key Stage One, children have thought about safety in PSHE lessons. This included thinking about how to stay safe in the water. In Year 3, children started to use different pathways, directions and shapes in gymnastics. They learnt some racket skills in their badminton lessons.	
What Comes Next	In gymnastics, children will further embed the skills taught in this unit later in the Year. Children will revisit tennis in Year 6 and further develop their ball and court skills.	
Key Vocabulary	Swim, kick, front, back rotate, submerge, sink, float, sculling, breast stroke, back stroke, front crawl, glide, surface, underwater, self-rescue, water safety, life guard, fluency, contrasting, unison, low, combinations, half turn, full turn, sustained, explosive, power, control, group, similar, different, hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready.	
Notes and Guidance	Skills	Knowledge
<p>Autumn 1: Swimming / Gymnastics Unit 1</p> <p>Autumn 2: Swimming / Tennis</p> <p><i>The children in Year 4 will take part in swimming lessons for a term during 2023-4. Availability at the Sandwell Aquatics Centre, will dictate when we can attend. The current system is that 30 children will attend and 30 will stay in school and follow the planning below so you may have half a year group following the autumn plan and half off the cohort following the spring plan. They will then alternate in the following term.</i></p>	<p>Swimming</p> <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations <p>Gymnastics Unit 1</p> <ul style="list-style-type: none"> Modify actions independently using different pathways, directions and shapes. Consolidate and improve the quality of movement and gymnastics actions. Relate strength and flexibility to the actions and movements they are performing Be able to perform in time with a partner and in a small group. Perform cartwheel progressions. <p>Tennis</p> <ul style="list-style-type: none"> Return the ball from around the court Perform forehand to targets Use basic backhand shots Return the balls to different places on the court Use tennis skills to play in doubles game 	<p>Swimming</p> <ul style="list-style-type: none"> To know different swimming strokes and how to perform them. To know some elements of water safety and to be able to articulate how to stay safe in the water. <p>Gymnastics Unit 1</p> <ul style="list-style-type: none"> How to adapt a sequence to include contrasting shapes. Why strength and flexibility is important and to be able to articulate this. How to take weight on hands safely. <p>Tennis</p> <ul style="list-style-type: none"> The difference between a forehand and backhand and the side these are played from (depending on if you are right or left-handed.) How to play a simple doubles game and possible positions on the court. Strategies to help them return a serve.
<p>Enrichment</p> <p>During this topic, the children will go on a visit to Lunt Roman Fort to see primary sources and learn more about the Roman Empire.</p>		



Prior Learning	In Year 3, children shared and created short dance phrases in small groups in dance. In football, children worked on their passing and dribbling skills.	
What Comes Next	In dance, children will further embed the skills taught in this unit later in the Year. In Year 5, children will develop their use of space and passing between teammates in their football unit.	
Key Vocabulary	Compose, motifs, creatively, collaboratively, refine, weight, space, rhythm, style. Dribble, control, progress, shooting, technique, defensive strategies.	
Notes and Guidance	Skills	Knowledge
<p>Autumn 1: Topic Based Dance</p> <p>Autumn 2: Football</p>	<p>Topic Based Dance</p> <ul style="list-style-type: none"> • Compose motifs and plan dances creatively and collaboratively as a class and in small groups. • Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use. • Recognise and comment on dances. <p>Football</p> <ul style="list-style-type: none"> • Dribble showing good control to progress forward. • Use the technique of shooting at a target. • Begin to use defensive strategies within a game. 	<p>Topic Based Dance</p> <ul style="list-style-type: none"> • A motif is a movement phrase encapsulating an idea that is repeated and developed throughout the dance. • How weight, space and rhythm can be used in a dance and that they can be used differently in different styles of dance e.g. that in a dance based on the Romans, weight and space could be used to produce marching actions to the music. • How to critique a dance and discuss positives and areas for development using given success criteria. <p>Football</p> <ul style="list-style-type: none"> • How to dribble the ball using the laces part of the foot and how to keep it under control when moving forwards using the side of the feet where required. • The technique of shooting at a target (hitting the contact point through the laces of the boot and following through with the shooting leg to provide power.) • Defensive strategies that can be used, e.g. by marking an opponent closely.
<p>Enrichment</p> <p>During this topic, the children will go on a visit to Lunt Roman Fort to see primary sources and learn more about the Roman Empire.</p>		



Prior Learning	In Year 3, the children will build on their knowledge about knowing that all families are different. They will also be able to identify special people who are important to them and explain why. During first aid lessons, the children will learn what they need to do to deal with common injuries and when a casualty is having an allergic reaction to a bite or sting.
What Comes Next	In Year 5, the children will identify important figures in their lives and understand how these figures can offer different things depending on the context. In addition to this, the children will know when and how to deliver CPR to an unresponsive casualty who is not breathing normally and seek medical help
Key Vocabulary	celebrate, character traits, embarrassed, excited, lonely, sad, proud, emotions, abstract, desire, creativity, uncertainty, safe, healthy, alcohol, drink, legal, illegal, unit, volume, media, advertising, choice, vomit, unconscious, risk, safe, support

Notes and Guidance	Skills	Knowledge
<p>Autumn 1 – Healthy Mind, Happy Me Unit (All About Me)</p> <p>Autumn 2 – Christopher Winter Project (CWP) – Drugs and Alcohol</p> <p>Through Computing, Science and PE, some of the statutory targets will be delivered through these lessons too.</p>	<ul style="list-style-type: none"> Celebrate the differences between their own characteristics and the characteristics of their peers (HMHM unit) Build on their knowledge and vocabulary about character traits (HMHM unit) Understand that characters are multi-faceted and some character traits can be inappropriate at times (HMHM unit) Express their emotions in a safe and healthy way (HMHM unit) Identify different types of bullying (both face to face and online) (Anti-Bullying Week) Build upon their knowledge of emotions to explore abstract emotions (desire, creativity, uncertainty) (HMHM unit) The benefits of an active lifestyle both physically and mentally (PE) Understand the affect alcohol has on the body (CWP unit) Identify the risks related to alcohol (CWP unit) Consider how society limits the drinking of alcohol (CWP unit) When to seek support including which adults to speak to in school if they are worried about their health <p><i>Skills and knowledge for curriculum areas 'Online relationships'/'Internet safety and harms' – please see Computing skills/knowledge grids</i></p>	<ul style="list-style-type: none"> How to celebrate each other and their differences How to deal with their feelings and self-regulate How to identify bullying How to build on their prior knowledge about emotions What they can do to keep an active lifestyle and how it impacts their mental health How alcohol effects the human body That everyone will be affected differently by alcohol That there are laws and risks involved with drinking alcohol When is the right time to seek support and how to advice someone else to seek support

Enrichment

During this topic, the children will go on a visit to Lunt Roman Fort to see primary sources and learn more about the Roman Empire.



Prior Learning	At the end of Year 3, children learnt to buy items in a gift shop using euros. They also learnt words and phrases to describe the weather.		
What Comes Next	Next term, children will learn about hobbies and to describe monsters.		
Key Vocabulary	Kilos, grams, singular, plural, cognate, noun, determiner, apostrophe, negative form, silent letter, special character (accent)		
Notes and Guidance	Skills	Knowledge	
<p>Year 4 continue to explore the patterns and sounds of the language and recognise some previous phonemes learnt in year 3. Pupils know that some words have silent letters.</p> <p>'At the Market': Children learn vocabulary related to the market. They can say what food they love, like, don't like or hate. They practise a dialogue in a market. They can take part in a conversation buying food in a market</p>	<p>Speaking</p> <ul style="list-style-type: none">• Say some words and simple sentences from memory• Ask and answer simple questions• Take part in a longer prepared conversation reusing previous vocabulary learnt <p>Listening</p> <ul style="list-style-type: none">• Understand a short conversation made up of familiar language <p>Reading</p> <ul style="list-style-type: none">• Read aloud simple sentences• Understand longer sentences containing more than one item <p>Writing</p> <ul style="list-style-type: none">• Write simple sentences and some longer sentences containing more than one item using a model or a help card• Start to write some longer sentences from memory	<ul style="list-style-type: none">• Numbers up to 70• Fruits and vegs learnt: (potatoes, carrots, peas, salad, green beans, Brussels sprouts, mushrooms, pears, apples, cherries, strawberries, pineapple, bananas, kiwis).• I love / I like/ I don't like/I hate• Vocabulary related to a conversation in a market	
Enrichment			
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Topic – Roman Empire
Year 4 – Spring Term
Subject – Science – States of Matter



Prior Learning	In Year 2, the children studied the properties of solid materials and classified them according to their properties.
What Comes Next	In Year 5, the children will consider how solids, liquids and gasses can be mixed and separated. They will learn about how changes to materials can be reversible or irreversible.
Key Vocabulary	Solids, liquids, gases, evaporation, condensation, temperature, materials, water-cycle, collection, precipitation

Notes and Guidance	Skills	Knowledge
<p>Pupils should explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container). Pupils should observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled. Note: teachers should avoid using materials where heating is associated with chemical change, for example, through baking or burning.</p> <p>Pupils might work scientifically by grouping and classifying a variety of different materials; exploring the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a party). They could research the temperature at which materials change state, for example, when iron melts or when oxygen condenses into a liquid. They might observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line, and investigate the effect of temperature on washing drying or snowmen melting.</p>	<p>Scientific Enquiry</p> <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 systematic and careful observations and, where appropriate, taking 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. <p>States of Matter</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)• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	<ul style="list-style-type: none">• That states of matter can be described in simple terms• That water demonstrates all 3 states of matter in our everyday lives and can be observed• That changes in temperature can have an effect on a range of materials• That the rate of evaporation alters according to conditions, predominantly temperature

Enrichment

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Topic – Water
Year 4 – Spring Term
Subject – Science – Animals including Humans



Prior Learning	In Year 3, the children studied the skeletons of animals and separated creatures into vertebrates and invertebrates. They also identify the purpose of the skeleton and how it differs in different animals.
What Comes Next	In Year 6, the children will identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood and recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. They will also describe the ways in which nutrients and water are transported within animals, including humans.
Key Vocabulary	Digestion, incisor, molar, canine, wisdom, premolars, organs, prey, predator, consumer, producer, carnivore, herbivore, omnivore

Notes and Guidance	Skills	Knowledge
Pupils might compare the teeth of carnivores and herbivores, and suggest reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images.	<p>Scientific Enquiry</p> <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 systematic and careful observations and, where appropriate, taking 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. <p>Animals including Humans</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• Construct and interpret a variety of food chains, identifying producers, predators and prey.	<ul style="list-style-type: none">• That animals have developed teeth that match their dietary requirements.• That teeth can be damaged by different substances

Enrichment

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Topic – Water
Year 4 – Spring Term
Subject – Geography



Prior Learning	In Year 3, children named the main rivers and seas of the UK. They named and identified rivers and seas on a map.
What Comes Next	The children will locate the English channel and study another local area (Merry Hill)
Key Vocabulary	Flooding, water pollution, water cycle, solid, liquid, gas, evaporation, condensation, precipitation, transpiration, flood plain, channel, vegetation, dam

Notes and Guidance	Skills	Knowledge
Pupils should learn about how rivers affect, both positively and negatively, people's lives. Firstly, children could learn the names and locations of the world's major rivers. They could then consider the positive and negative aspects of rivers. In addition, look at a recent example of flooding in a country of the world (E.g. flooding in Pakistan 2022). The children will then focus on localised flooding and what causes this and how it effects people.	<ul style="list-style-type: none">• Locate areas on a world map that are known for flooding.• Research an example of recent flooding abroad e.g. Pakistan.• Locate areas on a map of the United Kingdom that are known for flooding.• Research and identify causes and effects of localised flooding.• Describe ways to limit flood damage	<ul style="list-style-type: none">• Know some rivers of the world.• Identify areas locally that are known for flooding and their features• To know why/how water is treated• To know the causes and effects of flooding• To know the effects and ways to reduce water pollution

Enrichment

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Topic – Water
Year 4 – Spring Term
Subject – Religious Education



Prior Learning	In Year 3, children thought about what kind of world did Jesus want, as well as learning about the Trinity and why is it an important idea for Christians. They also learnt about the Sikh festival of Vaisakhi.	
What Comes Next	In Year 4, children will continue learning about Christianity, focussing on the Bible's creation stories; Good Friday and the impact of the Pentecost.	
Key Vocabulary	One God', Waheguru. Sewa, text- Mool Mantar, Ten Gurus, Amritsar, Golden Temple. Salvation. Holy Week, sins, Palm Sunday. Good Friday, Easter Sunday.	
Notes and Guidance	Skills	Knowledge
<p>UL2.4- 'What is it like to be a Sikh in Sandwell today? Beliefs and ways of living'</p> <p>UL2.8- 'Why do Christians call the day Jesus died 'Good Friday'?'</p>	<p>UL 2.4</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify and describe key Sikh beliefs and values including Waheguru and Sewa Explain examples of texts such as the Mool Mantar Consider questions about the belief that all humans are equal to God. <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple connections between sacred texts and practice, e.g. in provision of food and care for those 'left out' Describe how people show their Sikh identity in dress, behaviour and values <p>Make Connections:</p> <ul style="list-style-type: none"> Raise questions about what it means to live a good life and examine Sikh answers Make links between their own ideas and values and those held dear in Sikh communities Give good reasons for their views about the importance of values such as equality, community, tradition and respect <p>UL2.8</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live. Offer informed suggestions about what the events of Holy Week mean to Christians Give examples of what Christians say about the importance of the events of Holy Week. <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities Describe how Christians show their beliefs about Jesus in worship in different ways. <p>Make connections:</p> <ul style="list-style-type: none"> Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions. Make links with the value of remembrance, personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas. 	<p>UL2.4</p> <ul style="list-style-type: none"> Know some of the key beliefs in Sikh including Waheguru and Sewa. The 5K's and what they signify. How people show their Sikh identity in how they dress, how they act and their values. About local Gurdwaras. <p>UL2.8</p> <ul style="list-style-type: none"> The meaning of Salvation. How Christians show their beliefs about Jesus in worship. The difference between the Gospel accounts and how Christians mark the Easter events in their communities
<p>Enrichment</p> <p>During this topic, the children will learn more about Bewdley, a local area that is prone to flooding. They will visit Bewdley Museum, located in the heart of the town it provides a fascinating insight into the history and development of the town and the lives of the people who live there.</p>		



Topic – Water
Year 4 – Spring Term
Subject – Art & Design



Prior Learning	In Year 3, children developed their brush techniques when working on a front cover for 'James and the Giant Peach.' They worked with clay when designing and making their Greek pot.	
What Comes Next	In Year 5, children will use different media to sculpt when making Saxon inspired jewellery. They will continue to focus on brush strokes and colour choice when completing a painting inspired by Guy De Montlaur in autumn term.	
Key Vocabulary	Painting: Water colour, compare, contrast, media, blend, natural, controlled gradation Sculpture/3D Form: Uneven, twist, architect, trim, edge, form, serrated, sculpted, constructed	
Notes and Guidance	Skills	Knowledge
Painting – Waterlilies (Inspired by Claude Monet) Sculpture/3D Form – Waterlilies (Inspired by Claude Monet) Artists – Claude Monet (French Painter 1840-1926)	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists working in different times and cultures. Explore the work of Claude Monet. Compare ideas, methods, approaches in their own, and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Use sketchbooks to collect and record ideas and practise techniques <p>Painting</p> <ul style="list-style-type: none"> Use paints to create a controlled gradation (light to dark) Use appropriate colour choices in order to be able to layer elements of a painting Use a viewfinder to focus their attention of a specific part of the main painting and recreate that part <p>Sculpture/ 3D Form</p> <ul style="list-style-type: none"> Adapt techniques to make larger and smaller sculptures Use joining skills from previous Years to add layers onto their work to create texture and shape Build on Y3 knowledge of how to create a clay base Be able to talk about their work as being sculpted, modelled or constructed Plan, design, make and adapt their clay models 	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none"> That Claude Monet was a French painter A few facts about Claude Monet and his work on waterlilies <p>Painting</p> <ul style="list-style-type: none"> The term 'gradation' Amounts of colour to add to create different tints and shades using water colours What a viewfinder is, it's purpose and how to use it <p>Sculpture/3D Form</p> <ul style="list-style-type: none"> How size can increase or decrease the difficulty of their work The term 'layering' when applied to clay How to incorporate a base into their final piece The difference between a piece work that has been sculpted and constructed
Enrichment During this topic, the children will learn more about Bewdley, a local area that is prone to flooding. They will visit Bewdley Museum, located in the heart of the town it provides a fascinating insight into the history and development of the town and the lives of the people who live there.		



Prior Learning	In Year 2, the children joined fabric in simple ways by gluing and stitching; used simple patterns and templates for marking out and evaluated a range of textile products when creating a seaside puppet.
What Comes Next	In Year 6, the children will return to textiles where they will combine different fabric shapes and using CAD create a pencil case or stationary organiser.
Key Vocabulary	Fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance, user, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, aesthetics, function, pattern pieces

Notes and Guidance	Skills	Knowledge
<p>POAP – Mechanisms, lever and linkages</p> <p>Outcome – A moving sea monster</p>	<p>Designing:</p> <ul style="list-style-type: none"> • Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. • Use annotated sketches and prototypes to develop, model and communicate ideas. <p>Making</p> <ul style="list-style-type: none"> • Plan the main stages of making. • Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. • Select from and use finishing techniques suitable for the product they are creating. <p>Evaluating</p> <ul style="list-style-type: none"> • Investigate and analyse books and, where available, other products with lever and linkage mechanisms. • Evaluate their own products and ideas against criteria and user needs, as they design and make. 	<ul style="list-style-type: none"> • Know how to use lever and linkage mechanisms. • Distinguish between fixed and loose pivots. • Know and use technical vocabulary relevant to the project.

Enrichment

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Prior Learning	Previously, the children will have developed their musical skills through weekly trumpet lessons. The children will have learnt to read some music and play pieces individually and as a group.
What Comes Next	Next year, the children will continue to develop their musical understanding through further learning of key vocabulary and musical elements. They will also look at more genres and key features of music.
Key Vocabulary	Rhythm, pulse, melody, pitch, tempo, dynamics, duration, structure, timbre, genre, stave, crotchet, quaver, semi-quaver, minim, semibreve, forte, piano, round, ostinato, composer, binary, ternary

Notes and Guidance	Skills	Knowledge
<p><u>Spring 1</u> Sing for pleasure/ Singing Gospel Medley Sing up Playing Oh when the saints on glockenspiels (5 pitches) and add chordal accompaniment Composing/ Improvising 4 beat rhythmic patterns to oh when the saints (rhythm grid). Listen to each other's and choose your favourite – why?</p> <p><u>Spring 2 Melodies – Pentatonic scale (no F and B)</u></p> <p>Singing- Sakura: Cherry Blossom Festival – Sing up Listen to pentatonic scales – global melodies – on PPT Then sing 'Lonely Frog' from Charanga using 'Sol' 'Fa' – hand actions are on screen. Sing pitches then words.</p> <p>Then play using glockenspiel – Exploring movement of pitches. Put rhythm into rhythm grid on charanga (sticks not notes)</p> <p>Composing: Use the same rhythm as lonely frog and compose own melody using pentatonic scale. Put letter names at the bottom of sticks on rhythm grid. Perform to each other!</p>	<ul style="list-style-type: none"> • Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony • Perform a range of songs in school assemblies • Play and perform melodies following staff notation using a small range (e.g. Middle C – G/ do-so) as a whole class or in small groups • Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation. • Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, F, G, A) • To listen with focus and recall sounds with increasing accuracy • To recognise and explore the ways sounds can be combined and used expressively and comment on the effect • Use a limited range of pitches, using musical features • Combine known rhythmic notation with letter names (pentatonic) to make short phrases to create sequences- arrange into bars • Read and perform pitch notation within a defined range (e.g. C-G/ do-so) 	<ul style="list-style-type: none"> • Compare music and express growing tastes in music • Continue to learn about the different purposes of music throughout history and in other cultures • To comment on the effectiveness of their own work, identifying and making improvements based on its intended income

Enrichment

During this topic, the children will go on a residential trip to Bell Heath where they will take part in a range of outdoor activities including orienteering and high ropes developing skills such as independence and resilience.



Topic – Water
Year 4 – Spring Term
Subject – Computing



Prior Learning	During spring term last year, the children focused on programming. They wrote, controlled, identified, predicted and created a procedure on 2logo.
What Comes Next	During spring term next year, the children will focus on multimedia. They will open and login to 2animate, add a background, use a variety of painting tools, add and remove frames, use the onion-skinning tool, add sound effects and alter the speed of animation frames.
Key Vocabulary	PowerPoint presentation, slide, format, transition, reliability, respectful

Notes and Guidance	Skills	Knowledge
In this unit, children will build on their previously learned skills using Microsoft PowerPoint. They will create a presentation including the use of slide transitions to enhance their project. Children will learn about how their identities could be impersonated online and how to report any suspicious behaviour.	<ul style="list-style-type: none">• Use two hands when typing on the keyboard with more confidence.• Create a PowerPoint presentation to demonstrate their knowledge• Add background to a slide using the 'format background feature'• Edit an inserted image using the remove background feature• Locate a video on line and insert a video link into their presentation• Add transitions between slides to visually enhance their presentation• Give examples of how to be respectful to others online.	<ul style="list-style-type: none">• How presentations are used in everyday life such as schools, universities and other professions• The importance of visually enhancing a presentation for a viewer• Facts and information must be reliability checked before presenting• What each of the coloured underlines mean• Some of the information about them online could be copied or shared by others.• Positive and negative impacts of being online.

Enrichment

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Prior Learning	In Key Stage One, children have thought about safety in PSHE lessons. This included thinking about how to stay safe in the water. In Year 3, children started to use different pathways, directions and shapes in gymnastics. They learnt some racket skills in their badminton lessons.	
What Comes Next	In gymnastics, children will further embed the skills taught in this unit later in the Year. Children will revisit tennis in Year 6 and further develop their ball and court skills.	
Key Vocabulary	Swim, kick, front , back rotate, submerge, sink, float, sculling, breast stroke, back stroke, front crawl, glide, surface, underwater, self-rescue, water safety, life guard, fluency, contrasting, unison, low, combinations, half turn, full turn, sustained, explosive, power, control, group, similar, different, hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready.	
Notes and Guidance	Skills	Knowledge
<p>Spring 1: Swimming / Gymnastics Unit 1</p> <p>Spring 2: Swimming / Tennis</p> <p><i>The children in Year 4 will take part in swimming lessons for a term during 2023-4. Availability at the Sandwell Aquatics Centre, will dictate when we can attend. The current system is that 30 children will attend and 30 will stay in school and follow the panning below so you may have half a Year group following the autumn plan and half off the cohort following the spring plan. They will then alternate in the following term.</i></p>	<p>Swimming</p> <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations <p>Gymnastics Unit 1</p> <ul style="list-style-type: none"> Modify actions independently using different pathways, directions and shapes. Consolidate and improve the quality of movement and gymnastics actions. Relate strength and flexibility to the actions and movements they are performing Be able to perform in time with a partner and in a small group. Perform cartwheel progressions. <p>Tennis</p> <ul style="list-style-type: none"> Return the ball from around the court Perform forehand to targets Use basic backhand shots Return the balls to different places on the court Use tennis skills to play in doubles games 	<p>Swimming</p> <ul style="list-style-type: none"> To know different swimming strokes and how to perform them. To know some elements of water safety and to be able to articulate how to stay safe in the water. <p>Gymnastics Unit 1</p> <ul style="list-style-type: none"> How to adapt a sequence to include contrasting shapes. Why strength and flexibility are important and to be able to articulate this. How to take weight on hands safely. <p>Tennis</p> <ul style="list-style-type: none"> The difference between a forehand and backhand and the side these are played from (depending on if you are right or left-handed.) How to play a simple doubles game and possible positions on the court. Strategies to help them return a serve.
<p>Enrichment</p> <p>During this topic, the children will learn more about Bewdley, a local area that is prone to flooding. They will visit Bewdley Museum, located in the heart of the town it provides a fascinating insight into the history and development of the town and the lives of the people who live there.</p>		



Prior Learning	In Year 3, children have learnt the ball can be hit with either side of the stick and how defensive play can be used in un-hoc lessons. In gymnastics, the children combined basic compositional ideas in sequences and worked on being in unison.
What Comes Next	In Year 5, the children will work on moving with the ball, turning and using space in uni-hoc. They will work on developing symmetry in performances and will evaluate their own and others' work in gymnastics.
Key Vocabulary	Push pass, target, perform, attacking, defending, strategies, skill, game situations. Fluency, contrasting, unison, low, combinations, half turn, full turn, sustained, explosive, power, control.

Notes and Guidance	Skills	Knowledge
<p>Spring 1: Uni-Hoc</p> <p>Spring 2: Gymnastics</p>	<p>Uni-Hoc</p> <ul style="list-style-type: none"> Learn push pass through a target. Perform attacking and defending strategies in small skill game situations. <p>Gymnastics</p> <ul style="list-style-type: none"> Modify actions independently using different pathways, directions and shapes. Consolidate and improve the quality of movement and gymnastics actions. Relate strength and flexibility to the actions and movements they are performing Be able to perform in time with a partner and in a small group. 	<p>Uni-Hoc</p> <ul style="list-style-type: none"> A push pass is used to move the ball speedily over shorter distances. The technique of a push pass to move the ball through a target (the stick will stay in contact with the ball until it is released for the pass.) Some attacking and defending strategies (e.g. defending from the right hand side and passing to teammates to attack) and how to use them in a game situation. <p>Gymnastics</p> <ul style="list-style-type: none"> Different pathways and shapes can be used to link motifs together when choreographing a dance. The progression of improving quality movements. Which part of the body needs to show strength/ flexibility when performing, e.g. hip flexibility is important for splits, jumps and leaps. How to perform in time with a partner or a small group using the timing of the music to aid.

Enrichment

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Prior Learning	In Year 3, the children will build on their knowledge about knowing that all families are different. They will also be able to identify special people who are important to them and explain why. During first aid lessons, the children will learn what they need to do to deal with common injuries and when a casualty is having an allergic reaction to a bite or sting.
What Comes Next	In Year 5, the children will identify important figures in their lives and understand how these figures can offer different things depending on the context. In addition to this, the children will know when and how to deliver CPR to an unresponsive casualty who is not breathing normally and seek medical help
Key Vocabulary	Airways, trachea, triggers, inhaler, lungs, larynx, inhale, exhale, inflate, deflate, asthma, change, mindful, positive, family, changes, comfortable

Notes and Guidance	Skills	Knowledge
<p>Spring 1- Healthy Mind, Happy Me unit (Resilience)</p> <p>Spring 2 – Basic First Aid</p> <p>Children's Mental Health Week/Safer Internet Day during Spring term</p> <p>Through Computing, Science and PE, some of the statutory targets will be delivered through these lessons too.</p>	<ul style="list-style-type: none"> Families and people who care – Understand that changes in families are normal and be comfortable with the emotions linked to such changes (HMHM unit) Mental wellbeing – Understand what it means to be 'mindful' and will have started to consider the benefits of mindfulness (HMHM unit) Begin to understand what it means to have a 'kind mind' (HMHM unit) Develop their understanding of what it means to be a resilient person Understand that it is sometimes okay to change your mind (HMHM unit) Begin to build up effective resources to develop a resilience toolkit which can be applied to real life situations Basic first aid – Identify a casualty who is having an asthma attack (basic first aid lessons) Assess a casualty's condition calmly and give first aid to someone who is having difficulty breathing due to asthma (basic first aid lessons) <p><i>Skills and knowledge for curriculum areas 'Online relationships'/'Internet safety and harms' – please see Computing skills/knowledge grids</i></p>	<ul style="list-style-type: none"> Families and people who care – How to deal with changes with their family body (BV – Mutual Respect, Tolerance, Individual Liberty) Mental wellbeing – The benefits of having a positive mindful approach to life body (BV – Mutual Respect, Tolerance, Individual Liberty) What resilience is and how they can be resilient in a variety of situations (BV – Mutual Respect, Tolerance, Individual Liberty) That sometimes they may want to change their mind about something and it's ok to do so (BV – Mutual Respect, Tolerance, Individual Liberty) Basic first aid – What asthma is and how to help someone who is having an asthma attack (BV – Mutual Respect, Tolerance, Individual Liberty, Rule of Law).

Enrichment

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Topic – Water
Year 4 – Spring Term
Subject – French



Prior Learning	The children learnt the name of fruits and vegetables. They also learnt to have a conversation in a market.
What Comes Next	Children will learn to talk about their routine and also to describe animals from the rainforest.
Key Vocabulary	Singular, plural, adjective, negative sentence, cognate, capital letter, full stop, conjunction, personal pronoun, silent letter, special character (accent)

Notes and Guidance	Skills	Knowledge
<p>Year 4 continue to explore the patterns and sounds of the language and recognise some previous phonemes learnt in year 3. Pupils know that some words have silent letters.</p> <p>‘Hobbies’ – Children learn vocabulary related to hobbies, what they like and don’t like. What they do as a hobby using days of the week. They can ask others about their hobbies.</p> <p>‘Monsters’ – Children revisit vocabulary from the body learnt in Year 3 and colours learnt in Year 2. They describe a monster.</p>	<p>Speaking</p> <ul style="list-style-type: none">• Say some words and sentences from memory• Use the negative form• Ask and answer simple questions• Take part in a short, prepared conversation• Use different personal pronouns: I, he, she• Apply some patterns of the language: place of the adjective <p>Listening</p> <ul style="list-style-type: none">• Understand familiar single words and sentences containing one or two adjectives <p>Reading</p> <ul style="list-style-type: none">• Understand familiar words and sentences containing adjectives• <p>Writing</p> <ul style="list-style-type: none">• Write longer sentences using adjectives• Use the correct word order (noun followed by colour)• Write in a paragraph form• Use the conjunction “and”• Apply some patterns of the language: place of the adjective	<ul style="list-style-type: none">• Hobbies: swimming, dancing, playing football, playing video games, listening to music, drawing, singing, watching TV, biking / what do you like doing as a hobby?• Days of the week (revision)• Body parts (eyes, nose, ears, mouth, hair, arms, hands, legs, feet, head)• He /she and sentences for description• Colours

Enrichment

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Topic – Rainforests
Year 4 – Summer Term
Subject – Science



Prior Learning	In Year 3, the children identify that animals, including humans, need the right types and amount of nutrition and identify that humans and some other animals have skeletons and muscles for support, protection and movement.
What Comes Next	In Year 6, the children learn that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of Years ago. They also learn that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents and identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
Key Vocabulary	Vertebrate, invertebrate, deforestation, habitat, ecological.

Notes and Guidance	Skills	Knowledge
<p>The children might identify how the habitat changes throughout the Year. Pupils should explore possible ways of grouping a wide selection of living things that include animals and flowering plants and non-flowering plants. Pupils could begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects. Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation. Pupils might work scientifically by: using and making simple guides or keys to explore and identify local plants and animals; making a guide to local living things; raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched.</p>	<p>Scientific Enquiry</p> <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 systematic and careful observations and, where appropriate, taking 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. <p>Living things and their Habitats</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 the local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things. 	<ul style="list-style-type: none"> That changes can be seen in the local environment throughout the Year That animals are divided into vertebrates and invertebrates That environments can be damaged or preserved/enhanced by human action e.g. nature reserves, garden ponds, litter, deforestation. That living things can be organized by asking questions about their properties

Enrichment

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Topic – Rainforests
Year 4 – Summer Term
Subject – History



Prior Learning	Children will have previously studied the Ancient Greek civilization in Year 3.		
What Comes Next	The children’s next study of an ancient civilization is of Shang Dynasty of China in Year 6		
Key Vocabulary	Civilisation, drought, ritual, sacrifice, maize, codices, scribes, jaguar, cacao beans		
Notes and Guidance	Skills	Knowledge	
<p>This history element forms only a small part of the topic and should not be viewed as a major analysis of the Mayan civilization. The Mayans were largely agricultural but established significant city-states at Caracol, Tikal, Palenque, Copan, Xunantunich and Calakmul. Their agricultural methods featured some of the first use of organised growing beds using canal systems to irrigate crops. Remains of cities still exist, particularly their pyramids. Children may study the Mayans interest in Celestial bodies, which led them to invent the Mayan calendar, which formed an early basis for our own. The Mayan belief systems are also of interest. Resources aren’t plentiful but have a look at http://mayas.mrdonn.org/ which provides some child friendly information.</p>	<ul style="list-style-type: none">• Explain how historic items and artefacts can be used to build up a picture of life in the past• Use more than one source of evidence• Construct informed responses about on aspect of life or a key event in the past• Place events, artefacts and historical figures on a timeline• Use dates and terms to describe events• Use appropriate historical vocabulary to communicate• Start to present, communicate and organise ideas about the past	<ul style="list-style-type: none">• The different periods of world history that it coincided with• The religious beliefs of the Mayans and the ways in which they practised their religion• The Mayans had their own writing system and number system and how it compares to other civilisations – ancient Greeks and Romans• The Mayans were fascinated by Celestial bodies and it let them to invent the Mayan calendar• The Mayans were largely agricultural but established significant city states at Caracol, Tikal, Palenque, Copan, Xunantunich and Calakmul• Their agricultural methods features some of the first use of organised growing beds using canal systems to irrigate crops• The last remnants of the Mayan civilisation were eventually destroyed by the Spanish in the 1500s• The remains of some of their cities still exist and more have been discovered recently	
<p>Enrichment</p> <p>During this topic, the children will learn more about the animals that live in the rainforest through either a trip to a wildlife park or through a workshop in school (SchoolLab). The children will also have the opportunity to go on a residential trip to Bell Heath where they will take part in a range of outdoor activities including orienteering and high ropes developing skills such as independence and resilience</p>			



Topic – Rainforests
Year 4 – Summer Term
Subject – Geography



Prior Learning	Children will have used atlases throughout Year 3. They will also have carried out a study of a European country and analysed how physical geography and natural resource distribution affect where people live?
What Comes Next	In Year 5, children will study how land use in a particular area has changed over time.
Key Vocabulary	Rainforest, Amazon, climate, temperature, equator, canopy, endangered, canopy, deforestation, sustainable, forest floor, temperature, Tropic of Cancer, Tropic of Capricorn.

Notes and Guidance	Skills	Knowledge
<p>Pupils should use map skills to identify the position of the world's rainforests. Use the keys found in atlases to identify forested areas. Children to begin to understand the terms latitude, longitude and Northern/Southern hemisphere. Study the geographical features of rainforests and compare them with the geographical features of Britain. How do tropical rainforests differ from British forests? Understand the role of Rainforests in the world's ecology. How do the climates of rainforests differ from our forested areas? What has been the human impact on the rainforests? What are the motivations of the various groups of humans who live in rainforest environments – e.g. the need for income vs a sustainable place to live</p>	<ul style="list-style-type: none"> To use maps and atlases to locate rainforests To locate countries on a map To explain the features of a rain forest climate To describe the difference between weather and climate To label a map to show countries where rainforests are found To find the tropics of Cancer and Capricorn on a map 	<ul style="list-style-type: none"> To identify areas of the world containing rainforests. To know that rainforests are located near the equator To name some countries where rainforests are found To tell you more about one country where rainforests are found To name the different layers in a rainforest To identify the plants and animals that are found in each layer To explain the effect humans have on rainforests To tell you some things I can do to help limit the impact of deforestation

Enrichment

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Topic – Rainforests
Year 4 – Summer Term
Subject – Religious Education



Prior Learning	In spring term, children have learnt about the Christian festival of Easter. In Year 3, they also learnt about the five pillars of Islam. This unit will also link to Year 2 learning on the stories of the prophet.	
What Comes Next	In Year 5, children will revisit Hinduism and look at beliefs connected to their views of 'goodness'. In Year 6, children will learn about prayer and its role within the religions of Hinduism and Judaism.	
Key Vocabulary	Pentecost, 'Kingdom of God', Holy Spirit, resurrection. Prophet, Muhammad, leader	
Notes and Guidance	Skills	Knowledge
<p>UL2.10- 'For Christians, what is the impact of Pentecost?'</p> <p>UL2.12- 'Why does the Prophet Muhammad matter to Muslims?'</p>	<p>UL2.10</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Make clear links between the story of Pentecost and Christian beliefs about the 'Kingdom of God' on earth. • Offer informed suggestions about what the events of Pentecost in Acts 2 might mean • Give examples of what Pentecost means to some Christians now. <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God, and how Christians live now. • Describe how Christians show their beliefs about the Holy Spirit in worship. <p>UL2.12</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify and describe some stories and sayings of the Prophet, showing how they provide an example to live by. • Explain the meanings of examples of texts that Muslims use to understand Islam • Consider questions about leadership, and Islamic examples of answers <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make simple connections between sacred texts and Muslim admiration for the Prophet • Describe how Muslim people follow the example of the Prophet today. <p>Make connections:</p> <ul style="list-style-type: none"> • Raise questions about why we often seem to like to follow a leader • Express their own ideas about the meaning and value of different kinds of leadership. • Give good reasons for their views about the leadership of the Prophet. 	<p>UL2.4</p> <ul style="list-style-type: none"> • The story of Pentecost and Christian beliefs about the 'Kingdom of God' on Earth. • How Christians show their belief about the Holy Spirit in worship. <p>UL2.12</p> <ul style="list-style-type: none"> • How Muslim people follow the example of the Prophet today. • Own ideas about the Prophet and if he was a good leader. • Stories about the life of Muhammad.
<p>Enrichment</p> <p>During this topic, the children will learn more about the animals that live in the rainforest through either a trip to a wildlife park or through a workshop in school (SchoolLab). The children will also have the opportunity to go on a residential trip to Bell Heath where they will take part in a range of outdoor activities including orienteering and high ropes developing skills such as independence and resilience</p>		



Prior Learning	In Year 2, the children printed using up to 2 overlays to create a simple wave print tile.
What Comes Next	The children will print again in Year 6, when focussing on Andy Warhol.
Key Vocabulary	Printing: texture, block, imprint, mould, surface, absorb, natural pressure, overlaying

Notes and Guidance	Skills	Knowledge
<p>Printing – Rainforest scene (Inspired by John Dyer)</p> <p>Artists – John Dyer (Welsh Poet and Painter 1699-1757)</p>	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists working in different times and cultures. Explore the work of John Dyer. Compare ideas, methods, approaches in their own, and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Use sketchbooks to collect and record ideas and practise techniques <p>Printing</p> <ul style="list-style-type: none"> Explore printing using a range of materials (including natural and man-made objects) Develop the use of layers and overlays (up to 6). Design and create more complicated stencil work. Explore a variety of printing techniques (layering/string on card) Create an accurate print design. 	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none"> About the works of John Dyer A few facts about John Dyer including that he is a modern English painter <p>Printing</p> <ul style="list-style-type: none"> That layering an overlay creates different effects That overlaying creates different effects A variety of printing techniques

Enrichment

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Topic – Rainforests
Year 4 – Summer Term
Subject – Design Technology



Prior Learning	In Year 3, the children will have had experiences of working with paper and card to make simple flaps and hinges. They will have also had experience of simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape.
What Comes Next	In Year 6, the children will return to structures when they design and make frame structures to produce a scale model of a shelter to survive in the woodland.
Key Vocabulary	Slider, lever, pivot, slot bridge/guide, card, masking tape paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards, design, make, evaluate, user, purpose, ideas, design criteria, product, function

Notes and Guidance	Skills	Knowledge
<p>POAP – Shell structures using CAD</p> <p>Outcome – A survival box</p>	<p>Designing:</p> <ul style="list-style-type: none"> Generate ideas based on simple design criteria and their own experiences, explaining what they could make. Develop, model and communicate their ideas through drawings and mock-ups with card and paper. <p>Making</p> <ul style="list-style-type: none"> Plan by suggesting what to do next. Select and use tools, explaining their choices, to cut, shape and join paper and card. Use simple finishing techniques suitable for the product they are creating. <p>Evaluating</p> <ul style="list-style-type: none"> Explore a range of existing books and everyday products that use simple sliders and levers. Evaluate their product by discussing how well it works in relation to the purpose and the user and whether 	<ul style="list-style-type: none"> Knowledge of sliders and levers. Understand that different mechanisms produce different types of movement. Know and use technical vocabulary relevant to the project.

Enrichment

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Topic – Rainforests
Year 4 – Summer Term
Subject – Music



Prior Learning	Previously, the children will have developed their musical skills through weekly trumpet lessons. The children will have learnt to read some music and play pieces individually and as a group.
What Comes Next	Next year, the children will continue to develop their musical understanding through further learning of key vocabulary and musical elements. They will also look at more genres and key features of music.
Key Vocabulary	rhythm, pulse, melody, pitch, tempo, dynamics, duration, structure, timbre, genre, stave, crotchet, quaver, semi-quaver, minim, semibreve, forte, piano, round, ostinato, composer, binary, ternary

Notes and Guidance	Skills	Knowledge
<p><u>Summer 1</u></p> <p>Sing for pleasure Hey Dumba Sing up/ YouTube Try everything – Shakira (from South America) on Sing up</p> <p>Then composing – creating a rainforest soundscape by layering rhythms (4?)</p> <p>Playing – Samba Pass the pulse (use hey dumba YouTube clip) Sit in circle! Collective pulse exercises Practise groove (playing their own part while others play theirs) keeping collective pulse. Call and response – Listen to Fanfarra by Sergio Mendes on Singup. (Year 3 PPT) Learn about break Practise responding to a signal (whistle or signal)</p>	<ul style="list-style-type: none"> Continue to sing a broad range of unison songs with the range of an octave (do-do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (diminuendo) Perform a range of songs in school assemblies Play and perform melodies following staff notation using a small range (e.g. Middle C –G/ do-so) as a whole class or in small groups To listen with focus and recall sounds with increasing accuracy To recognise and explore the ways sounds can be combined and used expressively and comment on the effect To recognise and identify instruments being played Explore creating music to create a specific mood (accompany a short film clip) Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble 	<ul style="list-style-type: none"> Continue to learn about the different purposes of music throughout history and in other cultures To comment on the effectiveness of their own work, identifying and making improvements based on its intended income Introduce and understand the differences between minims, crotchets, paired quavers and rests.

Enrichment
During this topic, the children will learn more about the animals that live in the rainforest through either a trip to a wildlife park or through a workshop in school (SchoolLab)



Topic – Rainforests
Year 4 – Summer Term
Subject – Computing



Prior Learning	During summer term last Year, the children focused on word processing and presentation. They began to use two hands to type, searched for and opened PowerPoint, chose and inserted a smart art, edited text colour, size and style, inserted and sequenced images in a timeline and edited an image.
What Comes Next	During summer term next Year, the children will focus on data. They will create a Kahoot quiz, host a quiz, analyse quiz answers, input data into a spreadsheet, edit and format cells, use simple formulae to solve calculations in a spreadsheet and create a bar graph or pie chart to present their date findings.
Key Vocabulary	Backdrop, sprite, size, direction, motion, tutorial, scratch, looks, events, on-line technologies, content

Notes and Guidance	Skills	Knowledge
In this unit, children will explore Scratch for the first time. They will create a scene including a sprite and use different effects, such as sound and colour changes. Children will continue to develop their knowledge around online bullying and think about how their actions online can affect others in real life.	<ul style="list-style-type: none">• Log into scratch using a username and password• Choose a suitable backdrop for their project• Select sprite• Adjust the size and direction of their sprite positioning• Change the colour of their sprite• Create motion for their sprite• Identify online technologies where bullying might take place, such as social media, online gaming, texting etc.	<ul style="list-style-type: none">• How on-line tutorials can support their learning• What scratch can be utilised for• The different ways to animate a sprite including motion, looks, sounds, events• How content they post could affect others both online and in real life.• The age-restrictions of apps and games, such as: TikTok, Fortnite and YouTube.

Enrichment

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Topic – Rainforests
Year 4 – Summer Term
Subject – Physical Education **Teacher P.E.**



Prior Learning	In dance, children focused on Greek dance in Year 3 and learnt some of the features of this type of dancing. In rounders, children have developed their ability to throw and catch balls and to strike a bowled ball.
What Comes Next	In Year 5, the children will study another type of dance when they look at and create their own English country dances. In Year 5, children will play scatterball and rounders and continue to develop their bowling, batting and fielding skills.
Key Vocabulary	Beat, rhythm, tempo, structure, dynamics, volta, kick change. Batting, fielding, bowling, bat, ball, batsman, bowler, bases, backstop, field, innings, strike, cross, rounder, half-rounder, balls, shot, forward.

Notes and Guidance	Skills	Knowledge
<p>Summer 1: Dance (Samba Focus)</p> <p>Summer 2: Rounders The P.E Hub Unit</p>	<p>Dance (Samba)</p> <ul style="list-style-type: none"> • Compose motifs and plan dances creatively and collaboratively as a class and in small groups. • Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use. (Samba context) • Perform a samba style of dance clearly and fluently. • Recognise and comment on dances. <p>Rounders</p> <ul style="list-style-type: none"> • To develop the range of rounders skills that can be used in a competitive context. • To choose and use a range of simple tactics in isolation and out of context. • To identify different positions in rounders and the roles of these positions. 	<p>Dance (Samba)</p> <ul style="list-style-type: none"> • To know that Samba is a Latin dance of Brazilian origin. • To know some key steps of the Samba (e.g. Voltas and kick change.) • To know how to evaluate routines produced and give constructive feedback. <p>Rounders</p> <ul style="list-style-type: none"> • To know how to run someone out in rounders and why intercepting the ball will help this. • To know the rounders scoring system. • To know the roles and responsibilities of batter, bowler, back stop, fielder.

Enrichment

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Prior Learning	In Year 3, the children were taught the rules of kwik cricket and focused on how to stop a moving ball and to fulfil the role of wicket keeper. In athletics, they focused on running at different speeds and were introduced to the hurdles and the javelin.	
What Comes Next	In Year 5, the children will learn to use an over arm bowl as well as work on developing their batting technique in kwik cricket. They will work on running through using a baton in relays and will continue to develop their technique when throwing the javelin.	
Key Vocabulary	Field, bouncing ball, effectively, under arm, technique, intercept, moving ball. Challenge, sling action, discus, competition, competitive.	
Notes and Guidance	Skills	Knowledge
Summer 1: Kwik Cricket Summer 2: Athletics	Kwik Cricket <ul style="list-style-type: none">Field a bouncing ball effectively.Bowl using under arm technique.Intercept a moving ball with one hand. Athletics <ul style="list-style-type: none">Challenge ourselves in running, jumping and throwing techniques.Use a sling action to throw a discus.Apply the skills we have developed in a competitive way.	Kwik Cricket <ul style="list-style-type: none">How to field a bouncing ball and that the height and direction the ball is moving from will influence their fielding.The technique of bowling under arm, (one in which the bowler's hand does not rise above the level of the waist.)How to catch a ball with one hand. Athletics <ul style="list-style-type: none">How to challenge ourselves by improving our performance each time.How to use the sling action (swinging arms in a circular action before releasing the discus.)How to apply skills in a competitive way, e.g. using a stopwatch or measuring tape accurately to see who jumped the furthest or run the quickest.
Enrichment During this topic, the children will learn more about the animals that live in the rainforest through either a trip to a wildlife park or through a workshop in school (SchoolLab). The children will also have the opportunity to go on a residential trip to Bell Heath where they will take part in a range of outdoor activities including orienteering and high ropes developing skills such as independence and resilience		



Prior Learning	In Year 3, the children understood that colour change from our natural skin colour is a sign of sun damage and identified appropriate clothing to protect their skin. They also identified that people are unique and it is important to respect people's differences. In addition to this, the children considered appropriate and inappropriate physical contact/consent.
What Comes Next	In Year 5, the children will explain the importance of staying indoors or in the shade during certain parts of the day/Year. They will also identify ways in which they are connected to others around the world and understand ways they can help in the wider community. In addition to this, the children will understand the male and female puberty changes in more detail and explore the impact of puberty on the body and the importance of physical hygiene.
Key Vocabulary	Rights, responsibilities, diverse community, gratitude, help, support, puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, UV, sun damage, shade

Notes and Guidance	Skills	Knowledge
<p>Summer 1 – Sun Safety Week (First week back after Easter) & Healthy Minds, Happy Me Unit (Being the Best I Can Be)</p> <p>Summer 2 – Christopher Winter Project CWP Relationships unit</p>	<ul style="list-style-type: none"> Families and people who care – Reflect on role models in the wider community and what character traits they may possess (HMHM unit) Respectful relationships = Explore respect in a range of relationships (CWP unit) Discuss the characteristics of healthy relationships (CWP unit) Mental wellbeing – Begin to reflect on the various 'personal strengths' that they have (HMHM unit) Reflect on and discuss times in which they have 'persevered' (HMHM unit) Reflect on their 'personal strengths' and the various jobs these may relate to in the future (HMHM unit) Health and prevention – SUN Changing adolescent body – basic puberty <p><i>Skills and knowledge for curriculum areas 'Online relationships'/'Internet safety and harms' – please see Computing skills/knowledge grids</i></p>	<ul style="list-style-type: none"> Families and people who care – What a community is in more detail and what character traits they possess (BV – Mutual Respect, Tolerance, Individual Liberty) Respectful relationships – That respect is important in all relationships including (BV – Mutual Respect, Tolerance, Individual Liberty, Rule of Law) Mental wellbeing – What personal strengths they possess (BV – Mutual Respect, Tolerance, Individual Liberty) How to persevere and identify occasions when they have persevered (BV – Mutual Respect, Tolerance, Individual Liberty) Which jobs suit their personal strengths (BV – Mutual Respect, Tolerance, Individual Liberty) Health and prevention – That germs and bacteria are invisible to the naked eye and know why it's important to wash their hands throughout the day (BV – Mutual Respect, Tolerance, Individual Liberty) That sun exposure causes sun burn, skin and eye damage (BV – Mutual Respect, Tolerance, Individual Liberty) Changing adolescent body (BV – Mutual Respect, Tolerance, Individual Liberty)

Enrichment

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Topic – Rainforests
Year 4 – Summer Term
Subject – French



Prior Learning	Children learnt about hobbies and to describe monsters	
What Comes Next	At the beginning of Year 5, children learn about school subjects and complete a topic about going to a fair.	
Key Vocabulary	Capital letter, full stop, time connectives, adjectives, masculine, feminine, determiner, noun, special character (accent)	
Notes and Guidance	Skills	Knowledge
<p>Year 4 continue to explore the patterns and sounds of the language and recognise some previous phonemes learnt in year 3. Pupils know that some words have silent letters.</p> <p>'Rainforest' – children learn to describe rainforest animals using adjectives.</p> <p>'My routine': children learn sentences related to their daily routine. They can reuse some of the vocabulary learnt in the topic Hobbies</p>	<p>Speaking</p> <ul style="list-style-type: none"> Say sentences using time connectives Say sentences using adjectives <p>Listening</p> <ul style="list-style-type: none"> Understand single words and simple sentences Understand longer sentences with more than one adjective Understand longer sentences with time connectives Understand a short text made up of familiar language <p>Reading</p> <ul style="list-style-type: none"> Understand single words and simple sentences Understand longer sentences containing more than one adjective Understand sentences with time adverbs Understand a short text made up of familiar language <p>Writing</p> <ul style="list-style-type: none"> Write sentences using adjectives Write a short paragraph about rainforest animals Use time connectives when writing about daily routine 	<ul style="list-style-type: none"> Names of rainforest animals (sloth, red panda, green snake, cricket, chimpanzee, gorilla, orangutan, parrot) Adjectives to describe animals (small, big, dangerous, nice, quick, slow, beautiful, ugly, long) Sentences related to morning routine (I get up, I have breakfast, I brush my teeth, I have a shower, I get dressed, I go to school) and afternoon (I eat at the canteen, I work, I play, I go home, I go to bed). Weekend routine (I watch TV. I play with my friends. I play at the park. I play video games. I read a book. I play in my garden). They can reuse some of the vocabulary learnt in hobbies to talk about their weekend. Time connectives (first, then, afterwards, finally)
<p>Enrichment</p> <p>During this topic, the children will learn more about the animals that live in the rainforest through either a trip to a wildlife park or through a workshop in school (SchoolLab). The children will also have the opportunity to go on a residential trip to Bell Heath where they will take part in a range of outdoor activities including orienteering and high ropes developing skills such as independence and resilience</p>		