



## CREATIVE CURRICULUM MEDIUM TERM PLAN: YEAR FOUR

TERM	Autumn 1: I Am Warrior	Autumn 2: Burps, Bottoms & Bile	Spring 1: Traders & Raiders	Spring 2: Potions	Summer 1: Misty Mountain	Summer 2: Blue Abyss
<b>SCIENCE</b>	<p><b>Electricity</b> 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.</p>	<p><b>The Digestive System</b> 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.</p>	<p><b>Sound</b> identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases.</p>	<p><b>Changes of State</b> compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p>	<p><b>The Water Cycle</b> identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p><b>Living Things</b> construct and interpret a variety of food chains, identifying producers, predators and prey. recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p><b>Living Things</b> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things.</p>
	<p><b>INVESTIGATION:</b> Which materials are insulators? <b>SCIENTIFIC ENQUIRY</b> Raise their own relevant questions about the world around them Should be given a range of scientific experiences including different types of science enquiries to answer questions Start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions Set up simple practical enquiries, comparative and fair tests Recognise when a simple fair test is necessary and help to decide how to set it up Make systematic and careful observations Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used Collect and record data from their own observations and measurements in a variety of ways: notes, bar charts and tables, standard units, drawings, labelled diagrams, keys and help to make decisions about how to analyse this data Use relevant simple scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences, including oral and written explanations, displays or presentations of results and conclusions</p>	<p><b>INVESTIGATION:</b> Which liquids can damage our teeth? <b>SCIENTIFIC ENQUIRY</b> Raise their own relevant questions about the world around them Should be given a range of scientific experiences including different types of science enquiries to answer questions Start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions Set up simple practical enquiries, comparative and fair tests Recognise when a simple fair test is necessary and help to decide how to set it up Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations Make systematic and careful observations Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used Collect and record data from their own observations and measurements in a variety of ways: notes, bar charts and tables, standard units, drawings, labelled diagrams, keys and help to make decisions about how to analyse this data Use relevant simple scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences, including oral and written explanations, displays or presentations of results and conclusions</p>	<p><b>INVESTIGATION:</b> Where is the loudest place in school? <b>SCIENTIFIC ENQUIRY</b> Raise their own relevant questions about the world around them Should be given a range of scientific experiences including different types of science enquiries to answer questions Set up simple practical enquiries, comparative and fair tests Recognise when a simple fair test is necessary and help to decide how to set it up Make systematic and careful observations Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used Take accurate measurements using standard units Learn how to use a range of (new) equipment, such as data loggers / thermometers appropriately Collect and record data from their own observations and measurements in a variety of ways: notes, bar charts and tables, standard units, drawings, labelled diagrams, keys and help to make decisions about how to analyse this data Use relevant simple scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences, including oral and written explanations, displays or presentations of results and conclusions</p>	<p><b>INVESTIGATION:</b> Which changes are irreversible? <b>SCIENTIFIC ENQUIRY</b> Raise their own relevant questions about the world around them Should be given a range of scientific experiences including different types of science enquiries to answer questions Set up simple practical enquiries, comparative and fair tests Recognise when a simple fair test is necessary and help to decide how to set it up Make systematic and careful observations Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used Take accurate measurements using standard units Learn how to use a range of (new) equipment, such as data loggers / thermometers appropriately Collect and record data from their own observations and measurements in a variety of ways: notes, bar charts and tables, standard units, drawings, labelled diagrams, keys and help to make decisions about how to analyse this data Use relevant simple scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences, including oral and written explanations, displays or presentations of results and conclusions</p>	<p><b>INVESTIGATION:</b> How does evaporation and condensation work? <b>SCIENTIFIC ENQUIRY</b> Raise their own relevant questions about the world around them Should be given a range of scientific experiences including different types of science enquiries to answer questions Set up simple practical enquiries, comparative and fair tests Recognise when a simple fair test is necessary and help to decide how to set it up Make systematic and careful observations Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used Begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them Talk about criteria for grouping, sorting and classifying; and use simple keys Collect and record data from their own observations and measurements in a variety of ways: notes, bar charts and tables, standard units, drawings, labelled diagrams, keys and help to make decisions about how to analyse this data Use relevant simple scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences, including oral and written explanations, displays or presentations of results and conclusions</p>	<p><b>INVESTIGATION:</b> What can pollute our rivers and seas? <b>SCIENTIFIC ENQUIRY</b> Raise their own relevant questions about the world around them Should be given a range of scientific experiences including different types of science enquiries to answer questions Start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions Set up simple practical enquiries, comparative and fair tests Recognise when a simple fair test is necessary and help to decide how to set it up Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations Make systematic and careful observations Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used Talk about criteria for grouping, sorting and classifying; and use simple keys Collect and record data from their own observations and measurements in a variety of ways: notes, bar charts and tables, standard units, drawings, labelled diagrams, keys and help to make decisions about how to analyse this data Use relevant simple scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences, including oral and written explanations, displays or presentations of results and conclusions</p>
<b>COMPUTING</b>	<p>To describe how networks physically connect to other networks To recognise how networked devices make up the internet To outline how websites can be shared via the World Wide Web (WWW) To describe how content can be added and accessed on the World Wide Web (WWW) To recognise how the content of the WWW is created by people To evaluate the consequences of unreliable content</p>	<p>To identify that accuracy in programming is important To create a program in a text-based language To explain what 'repeat' means To modify a count-controlled loop to produce a given outcome To decompose a task into small steps To create a program that uses count-controlled loops to produce a given outcome</p>	<p>To explain that data gathered over time can be used to answer questions To use a digital device to collect data automatically To explain that a data logger collects 'data points' from sensors over time To use data collected over a long duration to find information To identify the data needed to answer questions To use collected data to answer questions</p>	<p>To develop the use of count-controlled loops in a different programming environment To explain that in programming there are infinite loops and count controlled loops To develop a design that includes two or more loops which run at the same time To modify an infinite loop in a given program To design a project that includes repetition To create a project that includes repetition</p>	<p>To identify that sound can be digitally recorded To use a digital device to record sound To explain that a digital recording is stored as a file To explain that audio can be changed through editing To show that different types of audio can be combined and played together To evaluate editing choices made</p>	<p>To explain that digital images can be changed To change the composition of an image To describe how images can be changed for different uses To make good choices when selecting different tools To recognise that not all images are real To evaluate how changes can improve an image</p>

<b>HISTORY</b>	SUBSTANTIVE KNOWLEDGE	<p><b>NC:</b> Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>the Roman Empire and its impact on Britain</li> </ul> <p><b>CORE KNOWLEDGE:</b> <b>Develop the children's knowledge of the Romans and Celts. Children learn about and compare the two cultures and warfare tactics, understand chronology and study key individuals.</b></p> <p>The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity.</p> <p><b>SIGNIFICANT PEOPLE:</b> Boudicca / Cassius Deo Julius Caesar</p>		<p><b>NC:</b> Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul> <p><b>CORE KNOWLEDGE:</b> <b>Develop children's knowledge of Britain's early invaders and settlers. Children learn about Anglo-Saxon and Viking culture, chronology and key events.</b></p> <p>Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia.</p> <p>The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.</p> <p><b>SIGNIFICANT PEOPLE:</b> The Venerable Bede King Alfred the Great</p>			
	SUBSTANTIVE CONCEPTS (transferrable knowledge)	Develop and use a wide vocabulary of historical terms such as; armour, gladiator, warrior, invade, conquer, rebellion, century, craftsperson, defend, emperor, empire, defeat, technology, soldier		Develop and use a wide vocabulary of historical terms such as; monastery, coast, kingdom, monk, trade, border, unite, rule, settle.			
	DISCIPLINARY KNOWLEDGE (how historians construct knowledge of the past)	<p><b>Chronology</b> Develop increasingly secure chronological knowledge and understanding of history, local, British and world Put events, people, places and artefacts on a timeline Use correct terminology to describe events in the past</p> <p><b>Historical Enquiry</b> Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance Suggest where we might find answers to questions considering a range of sources Understand that knowledge about the past is constructed from a variety of sources Construct and organise responses by selecting relevant historical data</p> <p><b>Interpreting History</b> Be aware that different versions of the past may exist and begin to suggest reasons for this</p> <p><b>Continuity and Change</b> Describe and begin to make links between main events, situations and changes within and across different periods and societies</p> <p><b>Causes and Consequences</b> Identify and give reasons for historical events, situations and changes Identify some of the results of historical events, situations and changes</p> <p><b>Similarities and differences</b> Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual</p> <p><b>Significance</b> Identify and begin to describe historically significant people and events in situations</p>		<p><b>Chronology</b> Develop increasingly secure chronological knowledge and understanding of history, local, British and world Put events, people, places and artefacts on a timeline Use correct terminology to describe events in the past</p> <p><b>Historical Enquiry</b> Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance Suggest where we might find answers to questions considering a range of sources Understand that knowledge about the past is constructed from a variety of sources Construct and organise responses by selecting relevant historical data</p> <p><b>Interpreting History</b> Be aware that different versions of the past may exist and begin to suggest reasons for this</p> <p><b>Continuity and Change</b> Describe and begin to make links between main events, situations and changes within and across different periods and societies</p> <p><b>Causes and Consequences</b> Identify and give reasons for historical events, situations and changes Identify some of the results of historical events, situations and changes</p> <p><b>Similarities and differences</b> Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual</p> <p><b>Significance</b> Identify and begin to describe historically significant people and events in situations</p>			

<p style="text-align: center;"><b>GEOGRAPHY</b></p>	<p>Locate some of the world's countries using maps focusing on Europe.  <b>Human and Physical Geography:</b> describe and understand key aspects of human geography, including: types of settlement and climate.  Use maps, atlases, globes and digital mapping to locate countries and describe features studied  Study environmental regions, key characteristics, countries and major cities  Use maps to identify major cities of Italy  Sketch map of a Celtic Fort  Look at the difference between Italy and Britain  Understand similarities and differences with a study of a specified region in Italy  Use maps of Rome to undertake a walking tour visiting key landmarks</p>		<p>Locate some of the world's countries using maps.  Describe and understand key aspects of physical geography.  <b>Human and Physical Geography:</b> describe and understand key aspects of human geography  Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water  Look at maps of Europe – Viking raiders and the importance of York  Use maps, atlases, globes and digital computer mapping to locate countries and cities  Sketch maps of Saxon forts and settlements  Use eight-point compass and 4/6-digit grid references  Use OS maps to locate sites</p>		<p><b>Human and Physical Geography:</b> describe and understand key aspects of human geography,  Compare two areas - Alps/Huang Shen  Eight points of the compass  4/6 figure grid references and symbols  Location of UK mountains  Describe how mountains are formed  Use maps, atlases, globes and digital mapping to locate mountains of the world  Contours on maps  Environmental zones  Use the 8 points of a compass, four and six figure grid references, symbols and key to build their knowledge of the UK and the wider world  OS maps of the Lake District  Trip to Danby Moors Centre for field work, grid referencing (6 figure), compass use and map work</p>	<p>Locate some of the world's countries using maps.  <b>Geographical Skills and Fieldwork:</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  Use the 8 points of a compass, four and six figure grid references, symbols and key to build their knowledge of the UK and the wider world  Identify latitude and longitude using maps, atlases and globes  Look at the features of the Great Barrier Reef  Describe and understand key aspects of human geography including economic activity  Environmental issues linked to oceans</p>
<p style="text-align: center;"><b>RE</b></p>	<p>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).  Make connections between stories of temptation and why people can find it difficult to be good (A2). Give examples of ways in which some inspirational people have been guided by their religion (B1).  Discuss their own and others' ideas about how people decide right and wrong (C3)</p>	<p>Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).  Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).  Identify similarities and differences in the way festivals are celebrated within and between religions (A3). Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</p>	<p>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).  Describe some ways in which Christian express their faith through hymns and modern worship songs (A2).  Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).  Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p>	<p>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1). Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).  Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p>	<p>Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).  Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3).  Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2).  Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).</p>	<p>Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).  Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3).  Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2).  Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).</p>

<b>ART AND DESIGN</b>	<b>Children will create:</b>	<b>Children will create:</b> Sketches of Observational Drawings showing taught techniques	<b>Children will create:</b> Created garment (t-shirt) to represent themselves and their likes	<b>Children will create:</b>	<b>Children will create:</b>	<b>Children will create:</b> Reusable bag with print design on a sea theme
		<p><b>Exploring and Developing Ideas</b> 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, craftspeople and designers working in different times and cultures.</p> <p><b>Evaluating and Developing Work</b> 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.</p> <p><b>Drawing</b> Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture.</p>	<p><b>Exploring and Developing Ideas</b> 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, craftspeople and designers working in different times and cultures.</p> <p><b>Evaluating and Developing Work</b> 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.</p> <p><b>Printing</b> Print using a variety of materials, objects and techniques including layering. Talk about the processes used to produce a simple print to explore pattern and shape, creating designs for printing. <i>Research, create and refine a print using a variety of techniques.</i> <i>Select broadly the kinds of material to print with in order to get the effect they want</i> <i>Resist printing including marbling, silkscreen and coldwater paste</i></p>			<p><b>Exploring and Developing Ideas</b> 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, craftspeople and designers working in different times and cultures.</p> <p><b>Evaluating and Developing Work</b> 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.</p> <p><b>Textiles</b> Use a variety of techniques, inc printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué. Name the tools and materials they have used. Develop skills in stitching. Cutting and joining. Experiment with a range of media e.g. overlapping, layering etc. <i>Match the tool to the material.</i> <i>Combine skills more readily.</i> <i>Choose collage or textiles as a means of extending work already achieved.</i> <i>Refine and alter ideas and explain choices using an art vocabulary.</i> <i>Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</i> <i>Experiments with paste resist</i></p>
	<p><b>KNOWLEDGE OF ARTWORKS AND ARTISTS</b> <b>ROMANTICISM</b> Composition – placing of key elements and how the eye is drawn into the picture. Elisabeth Vigee LeBrun Eugene Delacroix Caspar David Fredrich Jean Francois Millet Edward Hopper</p>	<p><b>KNOWLEDGE OF ARTWORKS AND ARTISTS</b> <b>LINE DRAWING / PENCIL DRAWING: Humans / Human Body</b> Value and Line – use of pencil to create value and depth of light and dark. Leonardo Da Vinci (sketches / machines – pencil) Quentin Blake Levi Pinfold David Weisner</p>	<p><b>KNOWLEDGE OF ARTWORKS AND ARTISTS</b> <b>TEXTILE DESIGN / CLOTHES DESIGN / PATTERN</b> Texture – use of techniques to create texture and depth in images. Vivienne Westwood Harriet Powers Gunta Stolz India Flint In artworks: Marcia Gygli King Vincent Van Gogh Terese Agnew</p>	<p><b>KNOWLEDGE OF ARTWORKS AND ARTISTS</b> <b>PHOTOGRAPHY – LANDSCAPE AND PEOPLE</b> Composition – creating an image through position of people and artefacts. Louis Daguerre Eugene Atget Robert Doisneaux Lee Miller Man Ray Julia Margaret Cameron Diane Arbus Lola Alvarez Bravo</p>	<p><b>KNOWLEDGE OF ARTWORKS AND ARTISTS</b> <b>REALISM</b> Space – depth and distance in art form. How to create impression of realistic depth. Representation of animals in painting and sculpture Rosa Bonheur John Constable Gustave Courbet</p>	<p><b>KNOWLEDGE OF ARTWORKS AND ARTISTS</b> <b>PRINTS AND PRINT FORM</b> Space &amp; Form - in prints – use of white space and form in compiling prints. <b>Oceans and the Sea</b> Beatriz Milhazes Andy Warhol Roy Lichtenstein  Theophile Steinlen Maurits Escher</p>

<b>D&amp;T</b>	<p><b>Electrical Systems: Simple Programming and Control</b></p> <p><b>Prior learning</b></p> <ul style="list-style-type: none"> <li>Constructed a simple series electrical circuit, using bulbs, batteries, switches and buzzers.</li> <li>Cut and joined a variety of construction materials, such as wood, card, plastic, reclaimed materials and glue.</li> </ul> <p><b>Designing</b></p> <ul style="list-style-type: none"> <li>Gather information about users' needs and wants, and develop design criteria to inform the design of products that are fit for purpose.</li> <li>Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>Order the main stages of making.</li> <li>Select from and use tools and equipment to cut, shape, join and finish with some accuracy.</li> <li>Connect simple electrical components and a battery in a series circuit to achieve a functional outcome.</li> <li>Program a standalone control box, microcontroller or interface box to enhance the way the product works.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing battery-powered products, including pre-programmed and programmable products.</li> <li>Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work.</li> </ul> <p><b>Technical knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>Understand and use computing to program and control products containing electrical systems, such as series circuits incorporating switches, bulbs and buzzers.</li> <li>Know and use technical vocabulary relevant to the project.</li> </ul>			<p><b>Food: Healthy and Varied Diet</b></p> <p><b>Prior learning</b></p> <ul style="list-style-type: none"> <li>Know some ways to prepare ingredients safely and hygienically.</li> <li>Have some basic knowledge and understanding about healthy eating and The eatwell plate.</li> <li>Have used some equipment and utensils and prepared and combined ingredients to make a product.</li> </ul> <p><b>Designing</b></p> <ul style="list-style-type: none"> <li>Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.</li> <li>Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>Plan the main stages of a recipe, listing ingredients, utensils and equipment.</li> <li>Select and use appropriate utensils and equipment to prepare and combine ingredients.</li> <li>Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.</li> <li>Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.</li> </ul> <p><b>Technical knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>Know how to use appropriate equipment and utensils to prepare and combine food.</li> <li>Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.</li> <li>Know and use relevant technical and sensory vocabulary appropriately</li> </ul>	<p><b>Textiles: 2D Shape to 3D Product</b></p> <p><b>Prior learning</b></p> <ul style="list-style-type: none"> <li>Have joined fabric in simple ways by gluing and stitching.</li> <li>Have used simple patterns and templates for marking out.</li> <li>Have evaluated a range of textile products.</li> </ul> <p><b>Designing</b></p> <ul style="list-style-type: none"> <li>Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s.</li> <li>Produce annotated sketches, prototypes, final product sketches and pattern pieces.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>Plan the main stages of making.</li> <li>Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing.</li> <li>Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>Investigate a range of 3-D textile products relevant to the project.</li> <li>Test their product against the original design criteria and with the intended user.</li> <li>Take into account others' views.</li> <li>Understand how a key event/individual has influenced the development of the chosen product and/or fabric.</li> </ul> <p><b>Technical knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>Know how to strengthen, stiffen and reinforce existing fabrics.</li> <li>Understand how to securely join two pieces of fabric together.</li> <li>Understand the need for patterns and seam allowances.</li> <li>Know and use technical vocabulary relevant to the project</li> </ul>	
	<p><b>PROJECT: (purpose and user)</b> Design and create a information/ lighting systems for Roman artefacts (Museum / Gallery Owner / Museum Visitors)</p>	<p><b>PROJECT: (purpose and user)</b></p>	<p><b>PROJECT: (purpose and user)</b></p>	<p><b>PROJECT: (purpose and user)</b> Design and create a 'Healthy Potion', to entice children. (Younger Chn / Peers)</p>	<p><b>PROJECT: (purpose and user)</b> Design and create a waterproof bag for a mountaineer to keep valuables in. (Mountaineer)</p>	<p><b>PROJECT: (purpose and user)</b></p>
<b>MFL</b>	<p><b>Breakfast, fruit nouns and a hungry giant</b></p> <p>I can understand and say fruit and vegetable nouns</p> <p>I can count fruits and vegetables in French</p> <p>I can understand and enjoy a story about fruits and vegetables</p> <p>I can ask politely for a fruit or vegetables</p> <p>I can remember fruit and veg nouns and play a board game</p> <p>I can write a sentence using a model</p>	<p><b>Going on a picnic</b></p> <p>I can say where I live</p> <p>I can ask and answer simple questions</p> <p>I can complete some simple sentences to say where I live and what I am called</p> <p>I can listen to and join in with a story</p> <p>I can listen to a story and join in with familiar language</p> <p>I can recall nouns for picnic items</p>	<p><b>Welcome to Our School, Super Learners</b></p> <p>I can remember how to greet friends and use familiar language to introduce myself.</p> <p>I can remember and use familiar questions to find out about friends in class</p> <p>I can know and can use numbers between 0-31 to make simple sequences.</p> <p>I can remember and order months in calendar order sequences.</p> <p>I can recognise and say classroom items nouns and recognise masculine and feminine nouns.</p> <p>I know and can read the names of special areas and rooms in a French school.</p> <p>I can write the date in French.</p>	<p><b>My Local Area, Your Local Area</b></p> <p>I can write my own Fireworks poem</p> <p>I can read and understand useful commands and instructions</p> <p>I can say, understand and write some useful instructions</p> <p>I can say and recognise places in a town</p> <p>I can ask "Where is...?" with shop names in French</p>	<p><b>Family Tree and Faces</b></p> <p>I can recall some months of the year</p> <p>I can say 4 family nouns in French</p> <p>I can write personal information about a family member in French</p> <p>I can read and say 4 face part nouns in French</p> <p>I can understand the nouns for some parts of the face</p>	<p><b>Celebrating Carnival / Body Parts</b></p> <p>I can say nouns for parts of the face and body</p> <p>I can understand and respond to face and body part nouns and commands</p> <p>I can join in a yoga sequence in French</p> <p>I can join in and create a yoga sessions</p> <p>I can name the plural of face and body part nouns</p> <p>I can create an alien and write a simple description</p>

<b>MUSIC</b>	<p><b>Mamma Mia</b></p> <p><b>1 – Listen &amp; Appraise: Mamma Mia (Pop, Abba’s Music)</b>  <b>The children can:</b></p> <ul style="list-style-type: none"> <li>● Identify the piece’s structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus.</li> <li>● Identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums.</li> <li>● Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture.</li> </ul> <p><b>2 – Musical Activities using glocks and/or recorders.</b>  <b>Warm-up Games</b> copy back, play, invent rhythmic and melodic patterns.  <b>Singing in unison.</b>  <b>Play instrumental parts</b> accurately and in time, as part of the performance.  <b>Improvise</b> in the lessons and as part of the performance  <b>Compose</b> a simple melody using simple rhythms and use it as part of the performance.  <b>3 – Perform &amp; Share</b>  Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?</p>	<p><b>Glockenspiel Stage 2</b></p> <p><b>1 – Musical Activities using glocks</b>  The child can learn more complex rhythm patterns.  <b>Revise, play and read the notes</b> C, D, E, F + G.  <b>Learn to play these tunes:</b></p> <ul style="list-style-type: none"> <li>● Mardi Gras Groovin’</li> <li>● Two-Way Radio</li> <li>● Flea Fly</li> <li>● Rigadoon</li> <li>● Mamma Mia</li> </ul> <p><b>Revisit these tunes from Stage 1:</b></p> <ul style="list-style-type: none"> <li>● Portsmouth</li> <li>● Strictly D</li> <li>● Play Your Music</li> <li>● Drive</li> </ul> <p><b>Compose</b> using the notes C, D, E, F + G</p> <p><b>2 – Perform &amp; Share</b>  Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?</p>	<p><b>Stop!</b></p> <p><b>1 – Listen &amp; Appraise: Stop! (Grime)</b>  <b>The children can:</b></p> <ul style="list-style-type: none"> <li>● Identify the structure: Intro and 6 rapped verses, each with a sung chorus.</li> <li>● Identify the instruments/voices: Digital/electronic sounds, turntables, synthesizers, drums.</li> <li>● Find the pulse whilst listening and identify tempo changes, changes in dynamics and texture</li> </ul> <p><b>2 – Musical Activities using glocks and/or recorders.</b>  <b>Warm-up Games</b> copy back, play, invent rhythmic and melodic patterns.  <b>Singing and rapping</b> in unison and in parts.  <b>Compose</b> own rapped lyrics about bullying or another topic or theme that you decide as a class.</p> <p><b>3 – Perform &amp; Share</b>  Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?</p>	<p><b>Lean on Me</b></p> <p><b>1 – Listen &amp; Appraise: Lean On Me (Soul/Gospel)</b>  <b>The children can:</b></p> <ul style="list-style-type: none"> <li>● Identify the piece’s structure: Intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro.</li> <li>● Identify the instruments/voices: Male vocal, backing vocal, piano, bass, drums, organ.</li> <li>● Find the pulse whilst listening and identify tempo changes, changes in dynamics and texture</li> </ul> <p><b>2 – Musical Activities using glocks and/or recorders.</b>  <b>Warm-up Games</b> copy back, play, invent rhythmic and melodic patterns.  <b>Singing in unison.</b>  <b>Play instrumental parts</b> accurately and in time, as part of the performance.  <b>Improvise</b> in the lessons and as part of the performance.  <b>Compose</b> a simple melody using simple rhythms and use it as part of the performance.</p> <p><b>3 – Perform &amp; Share</b>  Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?</p>	<p><b>Blackbird</b></p> <p><b>1 – Listen &amp; Appraise: Blackbird (Pop)</b>  <b>The children can:</b></p> <ul style="list-style-type: none"> <li>● Identify the themes: Equality, civil rights.</li> <li>● Identify instruments/voices: Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong.</li> <li>● Do the words tell a story? Does the music create a story in your imagination? What story?</li> </ul> <p><b>2 – Musical Activities using glocks and/or recorders.</b>  <b>Warm-up Games</b> copy back, play, invent rhythmic and melodic patterns.  <b>Singing in unison.</b>  <b>Play instrumental parts</b> accurately and in time, as part of the performance.  <b>Improvise</b> in the lessons and as part of the performance.  <b>Compose</b> a simple melody using simple rhythms and use it as part of the performance.</p> <p><b>3 – Perform &amp; Share</b>  Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?</p>	<p><b>Reflect, Rewind and Replay</b></p> <p>Consolidation of the Y4 music curriculum.</p>
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<b>RSHE</b>	<p><b>Being Me in My World</b> In this Puzzle (unit), the children explore being part of a team. They talk about attitudes and actions and their effects on the whole class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy and link this to their own School Council, what its purpose is and how it works. The children learn about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. They also learn about considering other people's feelings. They refresh their Jigsaw Charter and set up their Jigsaw Journals.</p> <ul style="list-style-type: none"> <li>• <b>Know their place in the school community</b></li> <li>• <b>Know what democracy is (applied to pupil voice in school)</b></li> <li>• <b>Know how groups work together to reach a consensus</b></li> <li>• <b>Know that having a voice and democracy benefits the school community</b></li> <li>• Know how individual attitudes and actions make a difference to a class</li> <li>• Know about the different roles in the school community</li> <li>• Know that their own actions affect themselves and others</li> <li>• <b>Identify the feelings associated with being included or excluded</b></li> <li>• <b>Be able to take on a role in a group discussion / task and contribute to the overall outcome</b></li> <li>• <b>Know how to regulate my emotions</b></li> <li>• Can make others feel cared for and welcome</li> <li>• Recognise the feelings of being motivated or unmotivated</li> <li>• Can make others feel valued and included</li> <li>• Understand why the school community benefits from a Learning Charter</li> <li>• Be able to help friends make positive choices</li> </ul>	<p><b>Celebrating Difference Puzzle</b> In this Puzzle (unit), the children consider the concept of judging people by their appearance, of first impressions and of what influences their thinking on what is normal. They explore more about bullying, including online bullying and what to do if they suspect or know that it is taking place. They discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. The children share their own uniqueness and what is special about themselves. They talk about first impressions and when their own first impressions of someone have changed.</p> <ul style="list-style-type: none"> <li>• <b>Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying</b></li> <li>• <b>Know the reasons why witnesses sometimes join in with bullying and don't tell anyone</b></li> <li>• <b>Know that sometimes people make assumptions about a person because of the way they look or act</b></li> <li>• Know there are influences that can affect how we judge a person or situation</li> <li>• Know what to do if they think bullying is or might be taking place</li> <li>• Know that first impressions can change</li> <li>• <b>Be comfortable with the way they look</b></li> <li>• <b>Try to accept people for who they are</b></li> <li>• <b>Be non-judgemental about others who are different</b></li> <li>• Identify influences that have made them think or feel positively/negatively about a situation</li> <li>• Identify feelings that a bystander might feel in a bullying situation</li> <li>• Identify reasons why a bystander might join in with bullying</li> <li>• Revisit the 'Solve it together' technique to practise conflict and bullying scenarios</li> <li>• Identify their own uniqueness</li> <li>• Identify when a first impression they had was right or wrong</li> </ul>	<p><b>Dreams and Goals Puzzle</b> In this Puzzle, the children consider their hopes and dreams. They discuss how it feels when dreams don't come true and how to cope with/overcome feelings of disappointment. The children discuss making new plans and setting new goals even if they have been disappointed. The class explore group work and overcoming challenges together. They reflect on their successes and the feelings associated with overcoming a challenge.</p> <ul style="list-style-type: none"> <li>• <b>Know how to make a new plan and set new goals even if they have been disappointed</b></li> <li>• <b>Know how to work as part of a successful group</b></li> <li>• <b>Know how to share in the success of a group</b></li> <li>• Know what their own hopes and dreams are</li> <li>• <b>Know that hopes and dreams don't always come true</b></li> <li>• Know that reflecting on positive and happy experiences can help them to counteract disappointment</li> <li>• Know how to work out the steps they need to take to achieve a goal</li> <li>• <b>Have a positive attitude</b></li> <li>• <b>Can identify the feeling of disappointment</b></li> <li>• <b>Be able to cope with disappointment</b></li> <li>• <b>Can identify what resilience is</b></li> <li>• Can identify a time when they have felt disappointed</li> <li>• Can talk about their hopes and dreams and the feelings associated with these</li> <li>• Help others to cope with disappointment</li> <li>• Enjoy being part of a group challenge</li> <li>• Can share their success with others</li> <li>• Can store feelings of success (in their internal treasure chest) to be used at another time</li> </ul>	<p><b>Healthy Me Puzzle</b> In this Puzzle, the children look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and what role they play. The children reflect on their friendships, how different people make them feel and which friends they value the most. The children also learn about smoking and its effects on health; they do the same with alcohol and then look at the reasons why people might drink or smoke. Finally, they learn about peer pressure and how to deal with it successfully.</p> <ul style="list-style-type: none"> <li>• <b>Know that there are leaders and followers in groups</b></li> <li>• <b>Know the facts about smoking and its effects on health</b></li> <li>• <b>Know the facts about alcohol and its effects on health, particularly the liver</b></li> <li>• <b>Know ways to resist when people are putting pressure on them</b></li> <li>• <b>Know what they think is right and wrong</b></li> <li>• Know how different friendship groups are formed and how they fit into them</li> <li>• Know which friends they value most</li> <li>• Know that they can take on different roles according to the situation</li> <li>• Know some of the reasons some people start to smoke</li> <li>• Know some of the reasons some people drink alcohol</li> <li>• <b>Can identify the feelings that they have about their friends and different friendship groups</b></li> <li>• <b>Recognise negative feelings in peer pressure situations</b></li> <li>• <b>Can identify the feelings of anxiety and fear associated with peer pressure</b></li> <li>• <b>Can tap into their inner strength and know-how to be assertive</b></li> <li>• Recognise how different people and groups they interact with impact on them</li> <li>• Identify which people they most want to be friends with</li> </ul>	<p><b>Relationships Puzzle</b> Learning in this year group starts focussing on the emotional aspects of relationships and friendships. With this in mind, children explore jealousy and loss/ bereavement. They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. The children learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes. Children revisit skills of negotiation particularly to help manage a change in a relationship. They also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe. Children are taught that relationship endings can be amicable.</p> <ul style="list-style-type: none"> <li>• <b>Know some reasons why people feel jealousy</b></li> <li>• <b>Know that loss is a normal part of relationships</b></li> <li>• <b>Know that negative feelings are a normal part of loss</b></li> <li>• <b>Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe</b></li> <li>• Know that jealousy can be damaging to relationships</li> <li>• Know that memories can support us when we lose a special person or animal</li> <li>• Can identify feelings and emotions that accompany jealousy</li> <li>• Can suggest positive strategies for managing jealousy</li> <li>• Can identify people who are special to them and express why</li> <li>• <b>Can identify the feelings and emotions that accompany loss</b></li> <li>• <b>Can suggest strategies for managing loss</b></li> <li>• Can tell you about someone they no longer see</li> <li>• <b>Can suggest ways to manage relationship changes including how to negotiate</b></li> </ul>	<p><b>Changing Me Puzzle</b> In this Puzzle, bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. The Puzzle ends by looking at the feelings associated with change and how to manage these. Children are introduced to Jigsaw's Circle of change model as a strategy for managing future changes.</p> <ul style="list-style-type: none"> <li>• <b>Know how the female and male body change at puberty</b></li> <li>• <b>Know that change can bring about a range of different emotions</b></li> <li>• Know that personal hygiene is important during puberty and as an adult</li> <li>• Know that change is a normal part of life and that some cannot be controlled and have to be accepted</li> <li>• <b>Can appreciate their own uniqueness and that of others</b></li> <li>• <b>Can express any concerns they have about puberty</b></li> <li>• <b>Have strategies for managing the emotions relating to change</b></li> <li>• Can express how they feel about having children when they are grown up</li> <li>• Can say who they can talk to about puberty if they are worried</li> <li>• Can apply the circle of change model to themselves to have strategies for managing change</li> </ul>
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<p><b>PE</b></p>	<p><b><u>Invasion Games / Tag Rugby</u></b></p> <p>Select and utilise appropriate tactics and techniques to cause problems for opponents</p> <p>Can adapt throwing technique to ensure success in a variety of activities (distance, accuracy, control).</p> <p>Can follow a simple warm up and recognise some muscle groups used in tag rugby</p>	<p><b><u>Gymnastics</u></b></p> <p>Utilise changes of direction, speed &amp; level during performances to succeed</p> <p>Displays understanding of fair play, working well with others &amp; works well being in a small group.</p> <p>Plan, perform &amp; repeat sequences of movements, experimenting with ways of travelling and complex movements</p> <p>Can follow a simple warm up and recognise muscle groups used in this terms activity.</p>	<p><b><u>Dance</u></b></p> <p>Create movements that convey a clear stimulus, refining movements into sequences</p> <p>Plan, perform &amp; repeat sequences of movements, experimenting travelling and complex movements</p> <p>Displays understanding of fair play, working well with others &amp; works well being in a small group and shares ideas</p> <p>Can follow a simple warm up and recognise muscle groups used in this terms activity</p>	<p><b><u>Cricket</u></b></p> <p>Can adapt throwing technique to ensure success in a variety of activities (distance, accuracy, control).</p> <p>Select and utilise appropriate tactics and techniques to cause problems for opponents</p> <p>Can follow a simple warm up and recognise some muscle groups used in cricket</p> <p>Can understand rules and officiate games with guidance.</p>	<p><b><u>Orienteering</u></b></p> <p>Can follow a basic trail independently using simple instructions</p> <p>Can use a key on a map independently</p> <p>Display an understanding of fair play, working well with others &amp; participating in a medium sized group</p>	<p><b><u>Athletics</u></b></p> <p>Applies FUNdamentals of movement to employ simple tactics in competitive environments</p> <p>Demonstrate changes of direction, speed &amp; level in competitive environments or during performances</p> <p>Demonstrates an understanding of how the body changes/functions during exercise and can contribute to warm up routines.</p>
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