

## Curriculum Overview

Year: 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Enquiry Title</b>	<b>How did the Romans make their mark in world history?</b>		<b>What were the wonders of the Ancient Egyptian temples, tombs and treasures?</b>		<b>Why does the world need rainforests?</b>	
<b>Geography</b>						
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Europe (name and locate the countries of Europe and identify their main physical and human characteristics). (Roman history unit)</li> <li>UK links to wider world</li> </ul>		River Nile		Rainforests- climate	
<b>Skills</b>	Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. (where the Romans came from- direction of travel)		Ask and answer geographical questions about the physical and human characteristics of a location		<p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p> <p>Use a range of resources to identify the key physical and human features of a location.</p> <p>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p>	
<b>Vocabulary</b>						
<b>History</b>						
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Learn about new historical eras and plot these on a timeline of events- Greeks– Romans – Anglo-Saxons – Vikings</li> <li>Explore Roman artefacts and use these to learn about Roman clothing, roles in everyday lives, trade, medicine and slaves.</li> <li>Learn about Roman soldiers including what they wore, their weaponry, their roles and rules surrounding their positions.</li> <li>Learn about social hierarchy in Ancient Rome.</li> <li>Find out about Ancient Roman homes and where they lived. Compare these to the homes we have today.</li> <li>Learn about the similarities and differences between citizens and non-citizens and how homes reflect social standing within Ancient Rome.</li> <li>Learn about Ancient Roman Gods and Goddesses and why they</li> </ul>		<ul style="list-style-type: none"> <li>Learn about where the Ancient Egyptians fall on a timeline of events in Ancient history. Discuss chronology.</li> <li>Learn about what the Ancient Egyptians wore.</li> <li>Learn about Hieroglyphics and what the different symbols would mean today.</li> <li>Find out about the Pyramids. Why did they choose the pyramids? Why were they built? How were they built? Theories about them.</li> <li>Learn about different Egyptian Pharaohs with a particular focus on Tutankhamun.</li> <li>Find out about mummification and how the Ancient Egyptians mummified bodies. How has this helped us to learn more about the Egyptians today?</li> <li>Learn about Canopic jars-what were they used for and why?</li> </ul>		<p style="text-align: center;"><b>Geography focus term</b></p> <p style="text-align: center;"><b>Local history focus</b></p> <p>Learn about the history of people behind our four school houses- Bolingbroke, Gooch, Goddard and Brunel.</p>	

	<ul style="list-style-type: none"> <li>were worshipped.</li> <li>Learn about what the most important factor was in the fall of the Roman Empire.</li> </ul> <p style="text-align: center;"><b>Black History- Bob Marley</b></p> <p>Learn about who Bob Marley was (song-writer who used his music to spread the message of unity) and why he was important and influential to black history.</p>	<ul style="list-style-type: none"> <li>Learn about Howard Carter-who was he and why was he so important to what we now know about the Egyptians?</li> </ul>				
<b>Skills</b>	<ul style="list-style-type: none"> <li>I can use historical evidence to ask questions about the past.</li> <li>I can use historical evidence to find answers to questions about the past.</li> <li>I can use more than one source of evidence to help me to find out about the past more accurately.</li> <li>I can describe different accounts of a historical event.</li> <li>I can explain why people's accounts of historical events may be different.</li> <li>I can give an overview of life in Britain from ancient until medieval times.</li> <li>I can describe the social differences of the past.</li> <li>I can describe the ethnic differences of the past.</li> <li>I can describe the cultural differences of the past.</li> <li>I can describe the religious differences of the past.</li> <li>I can describe different features of the past.</li> <li>I can describe people's beliefs in the past.</li> <li>I can describe people's attitudes in the past.</li> <li>I can understand how things can change over a period of time.</li> <li>I can show changes in history by placing evidence on a time line.</li> <li>I can use historical vocabulary in my learning including words such as: dates, time, period, era, change and chronology.</li> <li>I can use literacy, numeracy and computing skills to show what I know about the past.</li> </ul>	<ul style="list-style-type: none"> <li>I can use historical evidence to ask questions about the past.</li> <li>I can use historical evidence to find answers to questions about the past.</li> <li>I can use more than one source of evidence to help me to find out about the past more accurately.</li> <li>I can describe different accounts of a historical event.</li> <li>I can explain why people's accounts of historical events may be different.</li> <li>I can give an overview of life in Britain from ancient until medieval times.</li> <li>I can describe the social differences of the past.</li> <li>I can describe the ethnic differences of the past.</li> <li>I can describe the cultural differences of the past.</li> <li>I can describe the religious differences of the past.</li> <li>I can describe different features of the past.</li> <li>I can describe people's beliefs in the past.</li> <li>I can describe people's attitudes in the past.</li> <li>I can show changes in history by placing evidence on a time line.</li> <li>I can use historical vocabulary in my learning including words such as: dates, time, period, era, change and chronology.</li> <li>I can use literacy, numeracy and computing skills to show what I know about the past.</li> </ul>	I can study an area of local history.			
<b>Vocabulary</b>	Roman, artefact, weaponry, hierarchy, citizens, similarities, differences, Gods, Goddesses, empire, evidence, account, accuracy, social, ethical, cultural, religious, change, era, dates, period, chronology	Egyptian, hieroglyphic, pyramid, pharaoh, , evidence, account, accuracy, social, ethical, cultural, religious, change, era, dates, period, chronology	Local, Bolingbroke, Gooch, Brunel, Goddard			
PE						
<b>Knowledge</b>	<p>GYMNASTICS Unit 11 BOXES and BRIDGES</p>	<p>GAMES SKILLS Unit 1 Net/ Court/wall games Netball/ Basketball Unit 2 Problem solving and inventing games (invasion) Rugby</p>	<p>GYMNASTICS Unit 12 FLIGHT FOOT PATTERNS</p>	<p>DANCE Unit 1 Shoes Giraffes Incognito Unit 2 Electricity Unit 3 Snooker Record &amp; Rem' Unit 4 Wimbledon Musical statue Dances 8-15</p>	<p>GAMES SKILLS Unit 3 Invasion Games Football/ Hockey Unit 4 Striking and fielding Hockey/ Cricket</p>	<p>ATHLETICS V.S. Unit Y4</p>

Skills						
Vocabulary						
MFL						
Knowledge	<b>7 – On y va</b> *travel/holidays *days of the week *simple weather	<b>8 – l’argent de poche</b> *hobbies/interests *money *numbers to 30	<b>9 – Raconte-moi une histoire</b> *classroom instructions *fairy tales *numbers to 90	<b>10 – Vive le sport</b> *sports/hobbies *food *healthy lifestyles	<b>11 – le carnaval des animaux</b> *animals *descriptions *telling the time	<b>12 – Quel temps fait-il?</b> *weather *dates of year *items of clothing
Skills	! Listen attentively to spoken language and show understanding by joining in and responding. ! Explore patterns and sounds of language and link the spelling, sound and meaning of words. ! Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. ! Appreciate stories, songs, poems and rhymes in the language. ! Read carefully	! Listen attentively to spoken language and show understanding by joining in and responding. ! Explore patterns and sounds of language, and link the spelling, sound and meaning of words. ! Engage in conversations, ask and answer questions, and express opinions and respond to those of others. ! Speak in sentences, using familiar vocabulary, phrases and basic language structures. ! Present ideas and information orally to a range of audiences. ! Read carefully and show understanding of words, phrases and simple writing.	! Listen attentively to spoken language and show understanding by joining in and responding. ! Explore patterns and sounds of language, and link the spelling, sound and meaning of words. ! Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. ! Appreciate stories, songs, poems and rhymes in the language. ! Understand basic grammar appropriate to the language being studied, including (where relevant) feminine and masculine forms. ! Read carefully and show understanding of words, phrases and simple writing.	! Listen attentively to spoken language and show understanding by joining in and responding. ! Explore patterns and sounds of language, and link the spelling, sound and meaning of words. ! Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. ! Understand basic grammar appropriate to the language being studied. ! Present ideas and information orally. ! Read carefully and show understanding of words, phrases and simple writing.	! Listen attentively to spoken language and show understanding by joining in and responding. ! Explore the patterns and sounds of language through songs and rhymes. ! Speak in sentences, using familiar vocabulary, phrases and basic language structures. ! Appreciate stories, songs, poems and rhymes in French. ! Broaden their vocabulary and develop their ability to understand new words. ! Describe people, places, things and actions orally and in writing. ! Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. ! Present ideas and information orally.	Listen attentively to spoken language and show understanding by joining in and responding. ! Explore patterns and sounds of language, and link the spelling, sound and meaning of words. ! Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. ! Appreciate stories, songs, poems and rhymes in the language. ! Read carefully and show understanding of words, phrases and simple writing. ! Engage in conversations; ask and answer questions.

<b>Vocabulary</b>	Je vais à l'école. à pied en voiture en vélo en bus en train Où vas-tu? Je vais ... en Belgique en France Il fait chaud. Il fait froid. Il fait beau. Il fait mauvais. Il fait du soleil. Il fait du vent. Il pleut. lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche et	<i>I go/I'm going to school.</i> <i>on foot</i> <i>by car</i> <i>by bike</i> <i>by bus</i> <i>by train</i> <i>Where are you going?</i> <i>I'm going ...</i> <i>to Belgium</i> <i>to France</i> <i>It's hot.</i> <i>It's cold.</i> <i>It's fine weather.</i> <i>It's bad weather.</i> <i>It's sunny.</i> <i>It's windy.</i> <i>It's raining.</i> <i>Monday, Tuesday,</i> <i>Wednesday, Thursday, Friday,</i> <i>Saturday, Sunday</i> <i>and</i>	J'adore ... Je déteste ... ça 21-30: vingt et un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente C'est combien? un euro C'est super/magnifique/ fantastique. J'ai Je n'ai pas de ...	<i>I love ...</i> <i>I hate ...</i> <i>that</i> <i>21-30: twenty-one,</i> <i>twenty-two, twenty-three,</i> <i>twenty-four, twenty-five,</i> <i>twenty-six, twenty-seven,</i> <i>twenty-eight, twenty-nine,</i> <i>thirty</i> <i>How much is it?</i> <i>one euro</i> <i>It's great/magnificent/ fantastic.</i> <i>I have</i> <i>I don't have ...</i>	Regardez. Répétez. Écoutez. 40-90: quarante, cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingt-dix, cent Il/Elle est ... grand(e) petit(e) vrai, faux	<i>Look</i> <i>Repeat.</i> <i>Listen.</i> <i>40-90: forty, fifty,</i> <i>sixty, seventy,</i> <i>eighty,</i> <i>ninety, a hundred</i> <i>He/She is ...</i> <i>big</i> <i>small</i> <i>true, false</i>	Qu'est-ce que tu fais (lundi)? Je joue au tennis/basket. Je joue au cricket. Je fais du vélo. Je fais du skate. Je fais de la danse/natation. zéro boire manger le jus d'orange le yaourt le poisson une pomme les carottes (f. pl.) le chocolat le coca les pommes frites (f. pl.) les bonbons (m. pl.) Oui, c'est bon pour la santé. Non, c'est mauvais pour la santé.	<i>What are you doing/do you do (on Monday(s))?</i> <i>I play tennis/basketball.</i> <i>I play cricket.</i> <i>I ride my bike/go cycling.</i> <i>I go skateboarding.</i> <i>I dance/swim.</i> <i>zero</i> <i>to drink</i> <i>to eat</i> <i>orange juice</i> <i>yogurt</i> <i>fish</i> <i>an apple</i> <i>carrots</i> <i>chocolate</i> <i>cola</i> <i>chips</i> <i>sweets</i> <i>Yes, it's good for your health.</i> <i>No, it's bad for your health.</i>	Où habites-tu? J'habite dans ... je suis petit(e) grand(e) lent(e) rapide fort(e) faible féroce timide Quelle heure est-il? une heure, deux heures, trois heures, quatre heures, cinq heures, six heures, sept heures, huit heures, neuf heures, dix heures Il est midi. Il est minuit.	<i>Where do you live?</i> <i>I live in ...</i> <i>I am</i> <i>small</i> <i>big</i> <i>slow</i> <i>fast</i> <i>strong</i> <i>weak</i> <i>fierce</i> <i>shy</i> <i>What time is it?</i> <i>one o'clock, two o'clock,</i> <i>three o'clock, four o'clock</i> <i>five o'clock, six o'clock</i> <i>seven o'clock, eight o'clock</i> <i>nine o'clock, ten o'clock</i> <i>It's midday.</i> <i>It's midnight.</i>	Il neige. Il gèle. Quand ... il te faut Il fait ... degrés ... moins. lundi, le 5 juin, etc. le 5 juin, etc.	<i>It's snowing.</i> <i>It's freezing/icy</i> <i>When ... you need ...</i> <i>it's ... degrees</i> <i>minus</i> <i>Monday 5th June, etc.</i> <i>the 5th June, etc.</i>											
	<div style="border: 1px solid black; padding: 5px;"> <b>Additional flashcards</b>  <table border="0" style="width: 100%;"> <tr> <td>un manteau</td> <td>a coat</td> </tr> <tr> <td>un chapeau</td> <td>a hat</td> </tr> <tr> <td>un parapluie</td> <td>an umbrella</td> </tr> <tr> <td>une écharpe</td> <td>a scarf</td> </tr> <tr> <td>des gants (m. pl.)</td> <td>gloves</td> </tr> <tr> <td>des bottes (f. pl.)</td> <td>boots</td> </tr> <tr> <td>des lunettes de soleil (f. pl.)</td> <td>sunglasses</td> </tr> </table> </div>										un manteau	a coat	un chapeau	a hat	un parapluie	an umbrella	une écharpe	a scarf	des gants (m. pl.)	gloves	des bottes (f. pl.)	boots	des lunettes de soleil (f. pl.)
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**Art**

<b>Knowledge</b>	<b><u>Drawing</u></b>	<b><u>Painting</u></b>	<b><u>Printing</u></b>	<b><u>CLAY</u></b>	<b><u>Textiles</u></b>	<b><u>3D form</u></b>
	<ul style="list-style-type: none"> <li>Focus: Claude Monet</li> <li>Using white paper as light in picture</li> <li>Understand the hardness of graded pencils</li> <li>Use a range of different media (pencils, pastels, charcoal, ink and crayons)</li> <li>How to use tone for colour</li> <li>Explore lines and shadows using graded pencils</li> </ul>	<ul style="list-style-type: none"> <li>Focus: Claude Monet</li> <li>Compare different types of paint and purpose (eg water colour, poster paint, acrylic)</li> <li>Understand when to use different brush sizes</li> <li>Understand and use art vocabulary (landscape, portrait, foreground, background)</li> <li>Explore colour and feelings</li> </ul>	<ul style="list-style-type: none"> <li>Focus: Andy Warhol/ Roy Lichtenstein</li> <li>Understand and use art vocabulary (positive image, negative image, pop art)</li> <li>Understand how to build prints using over printing</li> </ul>	<ul style="list-style-type: none"> <li>Focus:</li> <li>Evaluate different types of clay</li> <li>Tessellating patterns</li> <li>Recycling materials</li> </ul>	<ul style="list-style-type: none"> <li>Focus: Tapestry</li> <li>Research the Bayeux tapestry</li> <li>Experiment with a range of different stitches (running, cross)</li> <li>Use Binka</li> </ul>	<ul style="list-style-type: none"> <li>Focus: Wire sculptures</li> <li>Design aesthetics</li> <li>Construction and support</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Quick sketching techniques</li> <li>Use a range of different media (pencils, pastels, charcoal, ink and crayons)</li> <li>Use graded pencils for different</li> </ul>	<ul style="list-style-type: none"> <li>Using water colours with speed and accuracy</li> <li>Produce a watercolour background wash</li> <li>Begin to merge background</li> </ul>	<ul style="list-style-type: none"> <li>Using rollers to create positive and negative images</li> <li>Begin to select the correct paint and materials for printing</li> </ul>	<ul style="list-style-type: none"> <li>Use cutting tools safely and accurately</li> <li>Be able to develop height in clay work</li> </ul>	<ul style="list-style-type: none"> <li>Join 2 pieces of fabric using a stitching technique</li> <li>Experiment with a range of different stitches (running, cross)</li> </ul>	<ul style="list-style-type: none"> <li>Manipulating wire</li> <li>Using wire cutters</li> <li>Practising accurate bends and shapes</li> </ul>

	<p>lines and shadows</p> <ul style="list-style-type: none"> <li>Use soft pencils and coloured pencils to tone colour</li> <li>Create textures using a range of different marks</li> </ul> <p>Design, make, evaluate</p>	<p>colour</p> <ul style="list-style-type: none"> <li>Use different tools for thick paints such as spatulas and cardboard</li> <li>Design, make, evaluate</li> </ul>	<ul style="list-style-type: none"> <li>Block printing</li> <li>Resist printing</li> <li>Using layers to build colour</li> <li>Over printing</li> <li>Design, make, evaluate</li> </ul>	<ul style="list-style-type: none"> <li>Be able to recycle clay</li> <li>Removing air from a clay ball</li> <li>Use cross hatching and slip to produce long lasting joins</li> <li>Plan, design, make and adapt models</li> <li>Show understanding of shape, space and form</li> <li>Design, make, evaluate</li> </ul>	<ul style="list-style-type: none"> <li>Develop skills on stitching, cutting and joining</li> <li>Design, make, evaluate</li> </ul>	<ul style="list-style-type: none"> <li>Plan, design, make and adapt models</li> <li>Show understanding of shape, space and form</li> <li>Use a variety of materials</li> <li>Design, make, evaluate</li> </ul>
<b>Vocabulary</b>	Impressionism, tone, hardness, line, sketching, colour	Landscape, portrait, foreground, background, stain, merge, thick	Positive image, negative image, pop art, block printing, repeated patterns, layers, over printing, pattern, colour, print making	Cross hatch, clay slip, tessellate, imprint, form, space	Warp, weft, running stitch, cross stitch	Construct, support, bend, shape, manipulate, form, space
<b>DT</b>						
<b>Knowledge</b>			<p><b>Egyptian Papyrus painting- using weaving skills</b></p> <ul style="list-style-type: none"> <li>*Know that products are designed for different purposes or users.</li> <li>*Evaluate products and identify specific users</li> <li>*Know products are designed for different purposes and audience</li> <li>*Know that purpose affects materials used</li> <li>*Appreciate the aesthetic qualities of a design</li> <li>*know how to make paper pattern/template</li> <li>*Know some simple weaving techniques</li> </ul>			<p><b>Cooking- Muffins containing vegetables/healthy snacks</b></p> <ul style="list-style-type: none"> <li>*know about food hygiene and safety in the kitchen/ when cooking</li> <li>*Know how to keep work area clean</li> <li>*Wash up independently</li> <li>*Know how to use a range of equipment safely</li> <li>*Shape food</li> <li>*Know how to use a vegetable knife using a claw grip and when it should be used</li> <li>*Know how and when to use a bridge grip using a vegetable knife</li> </ul>
<b>Skills</b>			<ul style="list-style-type: none"> <li>*Use Weaving skills to create paper</li> <li>*Research and evaluate different products and identify specific users</li> <li>*Make labelled diagrams showing specific features</li> <li>*Communicate ideas</li> </ul>	<b>Cooking</b>		<p><b>Cooking Chopping, mashing</b></p> <ul style="list-style-type: none"> <li>*Follow a recipe with guidance from an adult</li> <li>*Carry out instructions independently</li> <li>*Use 2 spoons to transfer</li> </ul>

			<ul style="list-style-type: none"> <li>*Draw simple design specifications and come up with at least one idea of my own</li> <li>*Compare ideas and select best idea which meets design brief</li> <li>*Plan how to make product and explain it to others</li> <li>*Make pattern/ template</li> <li>*Measure/ cut from a pattern with some accuracy</li> <li>*Use a range of decorative techniques</li> <li>* Select and use appropriate tools, equipment and materials</li> <li>*Evaluate own product identifying strengths and any areas for development against the original specification</li> <li>*Identify any improvements</li> <li>*With a partner evaluate each other's designs</li> </ul>			<ul style="list-style-type: none"> <li>ingredients</li> <li>*Use a measuring jug/digital &amp; analogue scales with support to obtain accuracy</li> <li>*Mix ingredients together</li> <li>*whisk foods using a hand whisk</li> <li>*Grate firmer foods eg. carrots</li> <li>*Thread and cut medium resistant food</li> <li>*Snip to shred lettuce/ cabbage with greater control and with supervision</li> <li>*Use cutters making good use of material available and not wastage</li> <li>* To use a vegetable knife to cut medium resistance food safely</li> <li>*Use bridge grip for cutting medium resistant or cooked food eg. half tomatoes into quarters</li> <li>*Use fork claw grip to secure food when cutting using a vegetable knife</li> </ul>
<b>Vocabulary</b>						
<b>RE</b>						
<b>Knowledge</b>	<p><b>L2.8 What does it mean to be a Hindu in Britain today?</b></p> <p style="text-align: center;">Living</p> <p>Puja at home and the Mandir. Shrine deities, incense, sacred text, om, arti ceremony. Karma and the cycle of birth, rebirth and incarnation. Moral aims for other moral teachings in action – Mahatma Gandhi Hindu birth ceremony and weddings.</p>	<p><b>L2.9 What can we learn from religions about deciding what is right and wrong?</b></p> <p>Living</p> <p>The fall in Genesis Adam &amp; Eve, Jesus resisting temptation in the wilderness. Inspirational religious people Desmond Tutu Martin Luther the beatitudes Rules to humanists, Christians and Jews. The ten commandments.</p>	<p><b>L2.3 Why is Jesus inspiring to some people?</b></p> <p>Believing</p> <p>Metaphors for Jesus e.g. the bread of life, the vine. The Beautitudes. The gospels of Jesus, parables of the two houses. Magic tricks and Jesus and miracles – feeding the 5,000, turning water into wine. Healing Jairus's daughter, compare Jesus as the hero and Moses as the leader in the Jewish</p>	<p><b>L2.5 Why are festivals important to religious communities?</b></p> <p>Expressing</p> <p>Eid focus possibly an RE week. Fasting as one of the five pillars of Islam. Things that matter most least to me and a Muslim child. Comparing what MATTERS TO BELIEVERS IN FESTIVALS Passover and Eid. Eid in Islam. Does fasting make you a better person?</p>	<p><b>L2.6 Why do some people think that life is like a journey and what significant experiences mark this?</b></p> <p>Expressing</p> <p>Ceremonies as part of the journey. Christian communion, adult baptism, confession - Roman Catholic. Sacred thread ceremony (coming of age ceremony – Hindu).</p>	

		Spirited Arts –stained glass windows linked to golden rules diamond 9 board.	faith.	Pesach (Passover) – Look at symbols on a seder plate. The story of Moses and the plagues. Talk to/meet a MUSLIM CHILD or adult visitor.	Jewish Barmitvah (Batmitvah) – what do they mean to the families? Compare ‘lots of commitment’ to ‘little commitment’ in a religious and non- religious wedding. Hindu belief about the journey of life - Karma.
Skills	<p>Puja at home and the Mandir. Shrine deities, incense, sacred text, om, arti ceremony. Karma and the cycle of birth, rebirth and incarnation. Moral aims for other moral teachings in action – Mahatma Gandhi Hindu birth ceremony and weddings.</p> <p><u>Describe</u> some ways in which Hindus express their faith. <u>Reasoning</u> – suggest why being a Hindu in Britain today could be a good thing or a hard thing. <u>Discuss links</u> between Hindus helping others and other faiths.</p>	<p>Give examples of how the ten commandments might show Jewish people how to live. Describe what temptation is and give examples.</p>	<p>Make connections between lessons from Bible stories and real life as a Christian. Define &amp; illustrate Christian terms from Easter &amp; Holy week.</p>	<p><u>Make connections</u> to festivals and how they behave in real life.</p> <p><u>Identify</u> similarities and differences between the celebrations of two festivals.</p>	<p><u>Describe</u> how life is seen as a journey by some people. <u>Explain</u> - Think of reasons why some people have rituals to mark important life events. <u>Compare</u> ceremonies form different religions.</p>
Vocabulary	<p>Vocabulary: Hindu, Puja, Mandir, shrine, deities, incense, sacred, om, arti, karma, rebirth, incarnation. Mahatma Gandhi.</p>	<p>Genesis, Adam, Eve, Desmond Tutu, Martin Luther, beatitudes, commandments</p>	<p>Metaphor, Beautitudes, Gospels, parables, miracles, Jesus, Moses, Jews, Judaism</p>	<p>Eid, Islam, Ramadan, fasting, Pesach, Passover, sedar plate</p>	<p>Communion, baptism, confession, Barmitvah, Karma</p>

Computing

Knowledge	<p><b>Heroes</b></p> <ul style="list-style-type: none"> <li>CS 4 – Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>CS 5 – Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>IT 3 – Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and</li> </ul>	<p>Hurray for Hollywood</p> <ul style="list-style-type: none"> <li>DL3 - Understand the opportunities [networks] offer for communication and collaboration</li> <li>DL4 - Be discerning in evaluating digital content</li> <li>DL5 - Use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>	<p><b>Final Score</b></p> <ul style="list-style-type: none"> <li>IT2 - Use search technologies effectively</li> <li>DL4 - Be discerning in evaluating digital content</li> <li>DL5 - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> <li><b>E-safety</b></li> </ul>	<p><b>Back to the Future</b></p> <ul style="list-style-type: none"> <li>CS8 - Appreciate how [search] results are selected and ranked</li> <li>IT2 - Use search technologies effectively</li> <li>IT3 - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>E-safety</li> </ul>	<p><b>Interface Designer</b></p> <ul style="list-style-type: none"> <li>CS 4 – Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>CS 5 – Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>IT 3 – Select, use and combine a variety of software (including internet services) on a range of digital devices to</li> </ul>	<p><b>We’ve got the power</b></p> <ul style="list-style-type: none"> <li>IT 3 – Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> <li>DL5 - Use technology safely, respectfully and responsibly; recognise</li> </ul>
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	<p>content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p><b>E-safety</b></p>				<p>design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <ul style="list-style-type: none"> <li><b>E-safety</b></li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Blend creative writing and coding to produce their own interactive animations.</li> </ul>	<ul style="list-style-type: none"> <li><b>Learn about the key factors in producing good footage</b></li> <li><b>Devise their own characters, plot and storyboard</b></li> <li><b>Film a short movie</b></li> <li><b>Import film clips</b></li> <li><b>Edit and enhance footage</b></li> </ul>	<ul style="list-style-type: none"> <li>Analyse and discuss sport reports</li> <li>Create own sports news report</li> <li>Share and work on together online using Dropbox</li> <li>Present report</li> <li>Evaluate report</li> </ul>	<ul style="list-style-type: none"> <li><b>Create own blog</b></li> <li><b>learn about different technologies both old and new</b></li> <li><b>Learn about inventors</b></li> <li><b>Learn about different components of a computer</b></li> </ul>	<ul style="list-style-type: none"> <li>Learn steps to build a basic web page</li> <li>Use tags and elements to change the design and colour</li> </ul>	<ul style="list-style-type: none"> <li>Explore the power of social media as a force for good</li> <li>Start a campaign</li> <li>Use social media to gain support</li> </ul>
<b>Vocabulary</b>	<p>Code These are the instructions used to write a computer program. Different pieces of code can be arranged in different ways to give the computer a set of instructions.</p> <p>Debug This is the process of finding errors or problems with your code and trying to fix it. Sometimes code will be in the wrong order or there could be bits of code missing, the process of fixing the code is called debugging.</p> <p>eBook An electronic version of a printed book which can be read on a computer or a specifically designed handheld device.</p>	<p><b>Flipcam: a HD camcorder</b></p> <p><b>Storyboard: a sequence of drawings, representing the shots planned for a film</b></p>	<p><b>Dropbox: is a personal cloud storage service that is frequently used for file sharing and collaboration</b></p>	<p><b>Wiki: A website developed collaboratively by a community of users, allowing any user to add and edit content.</b></p> <p><b>Augmented Reality: a technology that superimposes a computer-generated image on a user's view of the real world, thus providing a composite view.</b></p>	<p><b>HTML:</b> Web pages are files that are viewed using a internet browser. The pages are written in a language called HTML. HTML is made up of elements, or tags, that are used as instructions to tell the browser what should appear on a web page and how it should be structured. HTML stands for HyperText Markup Language.</p> <p><b>Tags:</b> Tags are what the HTML language uses as instructions to tell in the internet browser what should appear on the web page. Tags look like this <code>&lt;head&gt;</code> <code>&lt;/head&gt;</code>. They will always have an opening tag and closing tag.</p> <p><b>Structure:</b> HTML files need to have a structure or order to them in order for them to be understood by the internet browser to display the web page. If the structure is wrong then the web page won't</p>	<p><b>Storyboard A sequence of drawings, representing the shots planned for a film.</b></p>



					display correctly.	
					<b>Elements:</b> Elements are like tags but they contain the information about the web page. An element will sit inside a tag.	

**Music**

Knowledge	Active Music – Instrumental Unit	Active Music – Pitch Unit	Singing	Active Music – Rhythm and Pulse Unit	Active Music – Singing Games unit	Catch up/overflow unit
<b>Skills</b>	<ul style="list-style-type: none"> <li>To echo 4-beat rhythm patterns on un-tuned percussion.</li> <li>To improvise melodic phrases on xylophones.</li> <li>To play as an accompaniment and with thinking voices.</li> <li>To play pulse and rhythm on tuned instruments with control and accuracy.</li> <li>To internalise the rhythm and melody of a song through voice and body percussion.</li> <li>To create layers of sound with tuned ostinatos.</li> <li>To improvise rhythm patterns in groups.</li> <li>To play un-tuned instruments with rhythmic accuracy.</li> <li>To practise and perform to a steady pulse with confidence.</li> <li>To compose rhythm patterns in groups.</li> <li>To play un-tuned instruments from their own notation.</li> <li>To practise and perform rhythm compositions in groups, creating different layers of sound.</li> <li>To perform and appraise.</li> </ul>	<ul style="list-style-type: none"> <li>To experiment with different ways the voice can be used.</li> <li>To learn the solfa name and hand sign of notes Do, Re, Mi, So and La.</li> <li>To recognise and sing the intervals between Do, Re, Mi, So and La.</li> <li>To sing from notated rhythm and pitch patterns using Bb A G and Do,Re, Mi, So, La (full pentatonic notation).</li> <li>To use tuned instruments to play pulse, rhythm and to pick out melodies.</li> <li>To experiment with ostinatos and begin to layer sounds.</li> <li>To perform in 2 parts.</li> <li>To play pentatonic melodies on tuned instruments from notation with rhythmic accuracy.</li> <li>To practise and perform as a class and individually.</li> <li>To compose own rhythm and pitch</li> </ul>	<p>Y4 Performance (11th Feb) Singing practise lessons</p>	<ul style="list-style-type: none"> <li>To create musical patterns.</li> <li>To sing in unison with clear diction and control of pitch.</li> <li>To chant and perform increasingly complex actions to a steady pulse.</li> <li>To clarify the difference between the pulse and the rhythm.</li> <li>To learn to recognise and read different rhythm symbols within phrases using TA, Te-Te- and REST.</li> <li>To create musical patterns in 3 parts with pulse, rhythm and ostinatos.</li> <li>To relate musical symbols to actions.</li> <li>To rehearse and perform in groups playing pulse, rhythm and ostinatos on instruments.</li> <li>To listen to each other and keep in time.</li> <li>To compose and play rhythm rounds in groups using voices, body percussion and instruments.</li> <li>To keep a steady pulse while chanting and to tap a steady pulse around the circle while singing.</li> <li>To improvise rhythm patterns as part of a class performance.</li> <li>To internalise and recall rhythmic and melodic phrases.</li> </ul>	<ul style="list-style-type: none"> <li>To learn clapping games.</li> <li>To sing with melodic and rhythmic accuracy and to learn the cue words actions.</li> <li>To create own hand clapping sequences to a steady pulse. To perform and appraise.</li> <li>To tap rhythmic phrases using body percussion and claves.</li> <li>To perform in groups.</li> <li>To sing in unison and in 2 parts with clear diction and with a sense of phrase.</li> <li>To coordinate specific rhythms with given actions.</li> <li>To play claves in canon.</li> <li>To sing with melodic and rhythmic accuracy.</li> <li>To learn and follow cue word actions and to move to a musical time frame.</li> <li>To improvise actions and movements to a steady pulse. To develop internalising skills.</li> <li>To memorise a long</li> </ul>	

		notations for the class to practice and perform.			movement sequence as part of a game.	
<b>Vocabulary</b>	Pulse, rhythm, tuned/untuned, notation, ostinatos, texture	Rhythm, pentatonic, melody, pitch tuned/untuned, pulse ostinatos, notation		Unison, pitch, pulse, rhythm, rest, beat, appraise, phrases, melody, ostinatos		
<b>PSHE</b>						
<b>Knowledge</b>						
<b>Skills</b>						
<b>Vocabulary</b>						

### Curriculum Enhancements

Year: 4

	How did the Romans make their mark in world history?		What were the wonders of the Ancient Egyptian temples, tombs and treasures?			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry entry point	Making Roman shields					
Enquiry Exit point	Roman Day				Campfire	
Trips, visitors and workshops	Chedworth Roman Villa	Roman Day			Cadbury World	Jungle Jonathon
Curriculum Enhancements (Termly)	Black history day Harvest festival	Anti-bullying week Enterprise week – money focus Christmas fair	Y4 performance	World book day Science day	Science fair	Sports day and family picnic Summer fair

		<p>Christmas jumper day and Christmas dinner Christmas parties</p>				
<p>Curriculum Enhancements (On- going)</p>	<p>Class dojo, Poetry days, Outdoor learning, Recycling monitors, Cyber-mentors, Library visits, Intra/ Interschool competitions, No pens day, Gardening, Pond visits, Golden miles, Spelling bee</p>					

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