

## Year 4 Unit of Learning – Autumn 1

<p style="text-align: center;"><b>Values</b></p> <p>Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p>	<p style="text-align: center;"><b>Learning Dispositions</b></p> <p>Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p>	<p style="text-align: center;"><b>Rhapsody in Blue</b></p> <p style="text-align: center;"><b>Central Idea</b></p> <p style="text-align: center;"><b>Making balanced choices about daily routines enables people to have a healthy lifestyle.</b></p> <p style="text-align: center;">Fighting Fit</p>	<p style="text-align: center;"><b>Guiding Questions</b></p> <p style="text-align: center;">What is a healthy lifestyle? How is health important? How do our choices affect our lives?</p>	
<p style="text-align: center;"><b>Computing</b></p> <p>I can design, write and debug programs that accomplish specific goals, I can use sequence, selection, and repetition in programs I can work with variables and various forms of input and output I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors; <b>I can understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</b> <b>I can use search technologies effectively, understanding how results are selected and ranked, I can be discerning in evaluating digital content ;</b> <b>I can use technology safely, respectfully and responsibly; and know how to report concerns</b> I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information. <b>Specific foci for unit: See South Rise Computing Curriculum</b> <b>Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spreadsheets</b></p>		<p style="text-align: center;"><b>Core Texts/ Visits</b></p> <p style="text-align: center;"><i>George's Marvellous Medicine</i></p> <p style="text-align: center;"><b>Suggested visit:</b></p> <p style="text-align: center;">The Horniman Museum</p>	<p style="text-align: center;"><b>Religious Education</b></p> <p style="text-align: center;">Greenwich Windows on Faith</p> <p><b>Where did the world begin?</b> How is the creation of the world explained in Christianity, Judaism, Hinduism, Islam, Buddhism and Sikhism? How are these stories similar? How do they differ?</p>	<p style="text-align: center;"><b>PHSE</b></p> <p style="text-align: center;"><b>Link to Values</b></p> <p>I know the effects of my actions and try to see things from other people's points of view and recognise the need to take responsibility. I know commonly available substances and drugs and the risks and effects these have on my body. I recognise the different risks in different situations and can decide how to behave responsibly and where to seek help. I can explain school rules about health and safety, basic emergency aid procedures and where to get help. I can discuss topical issues and events in my community and in the world.</p>
<p style="text-align: center;"><b>Physical Education</b></p> <p style="text-align: center;"><b>Knowledge and Skills</b></p> <p><b>Dance – Royal Ballet</b> I can perform dances using a range of movement patterns I can use simple choreographic principles to create motifs and narrative I can perform complex dance phrases that communicate character and narrative I can explore and create characters in response to a range of stimuli</p> <p><b>Swimming</b> I can swim competently and confidently over a distance of at least 25 metres I can use a range of strokes effectively I can perform safe self-rescue in different water-based situations. I can work with confidence in the water I can explore and use skills, actions and ideas individually and in combination e.g. use arms to pull and push the water; I can remember, repeat and link skills.</p>	<p style="text-align: center;"><b>Physical Education</b></p> <p style="text-align: center;"><b>Evaluation, Fitness and Health</b></p> <p>I can compare my performances with previous ones and demonstrate improvement to achieve my personal best. I can keep up activity over a period of time and know I need to warm up and cool down for dance I can describe and evaluate some of the compositional features of dances performed with a partner and in a group I can talk about how I might improve my dances I know that being active is fun and is good for me I can evaluate my own and others' performances</p>	<p style="text-align: center;"><b>Writing Genres</b></p> <p style="text-align: center;"><b>Fiction</b></p> <p style="text-align: center;">Stories of exploration/ imaginary worlds Poetry – Making pictures with words (similes, metaphors)</p> <p style="text-align: center;"><b>Non-Fiction</b></p> <p style="text-align: center;">Information (oral presentation)</p>	<p style="text-align: center;"><b>Music</b></p> <p>I can play and perform musical instruments with accuracy, control and expression; I can improvise and compose music using the inter-related dimensions of music I can develop a greater understanding of the history of music. I use sound to create more abstract images I recognise and create different types of ostinato I describe music using appropriate vocabulary I carefully choose order, combine and control sounds with awareness of their combined effect I listen to several layers of sound and talk about the combined effect I can recognise simple pentatonic scales.</p>	<p style="text-align: center;"><b>Singing</b></p> <p>I can play and perform in solo and ensemble contexts, using my voice I can listen with attention to detail I can sing songs from memory with accurate pitch, either in a group or alone I sing and play a range of singing games I can maintain a simple part within an ensemble I understand the importance of articulating the words to communicate the song to the audience I show that I have a good memory for sounds and songs and show control in my voice.</p>
<p style="text-align: center;"><b>Science</b></p> <p style="text-align: center;"><b>Knowledge and Skills</b></p> <p style="text-align: center;">Animals including Humans</p> <p>I can describe the simple functions of the basic parts of the digestive system in humans I can identify the different types of teeth in humans and their simple functions I can construct and interpret a variety of food chains, identifying producers, predators and prey. I might work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. I might draw and discuss my ideas about the digestive system and compare them with models or images.</p>	<p style="text-align: center;"><b>Science</b></p> <p style="text-align: center;"><b>Working Scientifically</b></p> <p>I can classify my questions into those that can be investigated and those that can't. I can draw a labelled diagram. I can compare information from a range of sources.</p>	<p style="text-align: center;"><b>Maths</b></p> <p style="text-align: center;">Refer to Progression in Calculation</p> <p style="text-align: center;"><b>French</b></p> <p style="text-align: center;">Rigolo Unit 7 Encore!</p>	<p style="text-align: center;"><b>Design Technology</b></p> <p style="text-align: center;">Food</p> <p><b>Design</b> I can design purposeful, functional, appealing products for myself and other users based on design criteria I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <b>Make</b> I can select from and use a range of tools and equipment to perform practical tasks I can select from and use a wide range of materials and components, including ingredients, <b>Evaluate</b> I can explore and evaluate a range of existing products I can evaluate their ideas and products against design criteria</p> <p style="text-align: right;">Refer to LKS2 Progression in Design and Technology Skills</p>	

## Year 4 Unit of Learning – Autumn 2

<p style="text-align: center;"><b>Values</b> Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p>		<p style="text-align: center;"><b>Learning Dispositions</b> Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p>		<p style="text-align: center;"><b>Central Idea</b> <b>People throughout the ages have sought to expand their horizons.</b> Invaders and Settlers</p>		<p style="text-align: center;"><b>Guiding Questions</b> What is worth fighting for? How have people been able to expand across the globe? What challenges do settlers face?</p>			
<p style="text-align: center;"><b>Computing</b></p> <p>I can design, write and debug programs that accomplish specific goals, I can use sequence, selection, and repetition in programs I can work with variables and various forms of input and output I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors; I can understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration <b>I can use search technologies effectively, understanding how results are selected and ranked, I can be discerning in evaluating digital content ;</b> <b>I can use technology safely, respectfully and responsibly; and know how to report concerns I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information.</b> <b>Specific foci for unit: See South Rise Computing Curriculum</b> <b>Text and Multimedia, Images, Video</b> and Animation, <b>Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spreadsheets</b></p>		<p style="text-align: center;"><b>Core Texts/ Visits</b> <i>Kensuke's Kingdom</i></p>		<p style="text-align: center;"><b>Religious Education</b> Greenwich Windows on Faith</p> <p><b>Sikhism 2: Belonging to the Sikh Community Unit 4</b> <b>Key Questions</b> Why was Guru Gobind Singh important? What is the significance of the Amrit Ceremony? <b>Key Concepts</b> <b>Guru Gobind Singh</b> the last human Guru; celebration of Vaisakhi; established the Khalsa; the 5 Ks and Sikh names <b>Belonging to the Community</b> becoming a Khalsa Sikh; Amrit ceremony; Obligations accepted with Amrit</p>		<p style="text-align: center;"><b>PHSE</b> <b>Link to Values</b> I know how to resolve differences by looking at alternatives, making decisions and explaining choice. I understand that there are different kinds of responsibilities, rights and duties at home, at school and in the community and that these can sometimes conflict with each other. I realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them.</p>			
		<p style="text-align: center;"><b>Suggested visit:</b> National Maritime Museum: Vikings</p>							
		<p style="text-align: center;"><b>Writing Genres</b></p> <p style="text-align: center;"><b>Fiction</b> Poetry: Making pictures with words</p> <p style="text-align: center;"><b>Non-Fiction</b> Newspaper reports</p>							
<p style="text-align: center;"><b>Physical Education</b> <b>Knowledge and Skills</b> <b>Gym Unit P</b> I can develop flexibility, strength, technique, control and balance and create gymnastic sequences involving a change in speed, level and direction <b>Swimming</b> I can swim competently and confidently over a distance of at least 25 metres I can use a range of strokes effectively I can perform safe self-rescue in different water-based situations. I can work with confidence in the water I can explore and use skills, actions and ideas individually and in combination eg use arms to pull and push the water; I can remember, repeat and link skills</p>		<p style="text-align: center;"><b>Physical Education</b> <b>Evaluation, Fitness and Health</b> I can compare my performances with previous ones to achieve my personal best. I can keep up activity over a period of time and know I need to warm up and cool down for dance I can describe and evaluate some of the compositional features of dances performed with a partner and in a group I can talk about how I might improve my dances</p>		<p style="text-align: center;"><b>Maths</b> Refer to Progression in Calculation</p>		<p style="text-align: center;"><b>Singing</b> I can play and perform in solo and ensemble contexts, using my voice I can listen with attention to detail and recall sounds with increasing aural memory; I can sing songs from memory with accurate pitch, either in a group or alone; I can sing in tune ; I sing and play a range of singing games I can maintain a simple part within an ensemble; I understand the importance of articulating the words to communicate the song to the audience; I show that I have a good memory for sounds and songs and show control in my voice.</p>			
<p style="text-align: center;"><b>Physical Education</b> <b>Knowledge and Skills</b> <b>Gym Unit P</b> I can develop flexibility, strength, technique, control and balance and create gymnastic sequences involving a change in speed, level and direction <b>Swimming</b> I can swim competently and confidently over a distance of at least 25 metres I can use a range of strokes effectively I can perform safe self-rescue in different water-based situations. I can work with confidence in the water I can explore and use skills, actions and ideas individually and in combination eg use arms to pull and push the water; I can remember, repeat and link skills</p>		<p style="text-align: center;"><b>Physical Education</b> <b>Evaluation, Fitness and Health</b> I can compare my performances with previous ones to achieve my personal best. I can keep up activity over a period of time and know I need to warm up and cool down for dance I can describe and evaluate some of the compositional features of dances performed with a partner and in a group I can talk about how I might improve my dances</p>		<p style="text-align: center;"><b>French</b> Unit 8 Quelle heure est-il?</p>					
<p style="text-align: center;"><b>Science</b> <b>Knowledge and Skills</b> <b>States of Matter</b> I can explore everyday materials and develop simple descriptions, e.g., solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container. I can 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) I can compare and group materials together, according to whether they are solids, liquids or gases. I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Note: Teachers should avoid using materials where heating is associated with chemical change, for example, through baking or burning.</p>		<p style="text-align: center;"><b>Science</b> <b>Working Scientifically</b> I can classify my questions into those that can be investigated and those that can't; Think of several methods; Write a clear fair test question. I might be able to explore the effect of temperature on substances such as chocolate, butter, cream; Research the temperature at which materials change state, for example, when iron melts or when oxygen condenses into a liquid; Observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line, I can evaluate accuracy.</p>		<p style="text-align: center;"><b>Geography</b></p> <p><b>Locational knowledge</b> I can locate the world's countries, using maps to focus on Europe (including the location of Russia) <b>Human and physical geography</b> I can 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 <b>Geographical skills and fieldwork</b> I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>I use my knowledge to answer a range of geographical questions- including identifying, places using maps, atlases and globes.</p>		<p style="text-align: center;"><b>History</b> Anglo-Saxon and Viking settlements(up to the time of Edward the Confessor)</p> <p>I know that the past is divided into different periods I am able to give some reasons for the main events and reasons for the changes within different periods I use sources of information in different ways to help me answer questions about the past</p>		<p style="text-align: center;"><b>Design Technology</b> 3D</p> <p><b>Design:</b> I can use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, and aimed at a specific audience; I can generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <b>Make:</b> I can select from and use a wider range of tools and equipment for cutting, shaping, joining and finishing, accurately I can select from and use a wider range of materials and components according to their functional properties and aesthetic qualities <b>Evaluate:</b> I can investigate and analyse a range of existing products I can evaluate ideas and products against design criteria and consider the views of others I can understand how key events and individuals in DT <b>Technical knowledge:</b> I can apply understanding of how to strengthen, more complex structures I can understand and use mechanical systems in products I can understand and use electrical systems in products, I can apply my understanding of computing to programme, monitor and control products. <b>Cooking and Nutrition:</b> I understand and apply the principles of a healthy and varied diet I can prepare and cook a variety of dishes using a range of cooking techniques I understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p style="text-align: center;">Refer to LKS2 Progression in Design and Technology Skills</p>	

## Year 4 Unit of Learning – Spring 1

<p style="text-align: center;"><b>Values</b></p> <p>Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p>	<p style="text-align: center;"><b>Learning Dispositions</b></p> <p>Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p>	<p style="text-align: center;"><b>The Maker</b></p> <p style="text-align: center;"><b>Central Idea</b></p> <p style="text-align: center;"><b>Harnessing sources of power has enabled people to advance the world of technology.</b></p> <p style="text-align: center;">Rise of the Robots</p>	<p style="text-align: center;"><b>Guiding Questions</b></p> <p style="text-align: center;">What is power? How has power advanced technology? How is power and technology limited?</p>	
<p style="text-align: center;"><b>Computing</b></p> <p>Lego WeDo, Espresso and Scratch coding</p> <p><b>I can design, write and debug programs that accomplish specific goals,</b></p> <p><b>I can use sequence, selection, and repetition in programs</b></p> <p><b>I can work with variables and various forms of input and output</b></p> <p><b>I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors;</b></p> <p>I can understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</p> <p>I can use search technologies effectively, understanding how results are selected and ranked, I can be discerning in evaluating digital content ;</p> <p>I can use technology safely, respectfully and responsibly; and know how to report concerns</p> <p>I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information.</p> <p style="text-align: center;"><b>Specific foci for unit: See South Rise Computing Curriculum</b></p> <p>Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, <b>Data logging, Control, Simulations and Spreadsheets</b></p>		<p style="text-align: center;"><b>Core Texts/ Visits</b></p> <p style="text-align: center;"><i>The Iron Man</i></p> <p style="text-align: center;"><b>Suggested visit:</b></p> <p style="text-align: center;">Science Museum</p>	<p style="text-align: center;"><b>Religious Education</b></p> <p style="text-align: center;">Greenwich Windows on Faith</p> <p><b>Hinduism: Gods and Beliefs Unit 4</b></p> <p><b>Key Questions</b></p> <p>How do Rama and Krishna help Hindus to understand God? What stories do you know that help Hindus to learn about right and wrong or evil or good? What does it mean to be a Hindu? <b>God</b> Forms of God include Krishna, Rama, Shiva, Ganesh God as Trimurti – 3 main images: Brahma, Vishnu and Shiva the universe and the endless cycle of creation, preservation and destruction Birth of Krishna (Janmashtami) Stories: The Birth of Krishna, Krishna and Sudhama <b>The Life journey</b> What makes each person's unique identity 4 ashramas; Samskars - especially initiation (sacred thread)</p>	<p style="text-align: center;"><b>PHSE</b></p> <p style="text-align: center;"><b>Link to Values</b></p> <p>I know the effects of my actions and try to see things from other people's points of view. I appreciate the range of national, religious and ethnic identities in the UK. I realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them.</p>
<p style="text-align: center;"><b>Physical Education Knowledge and Skills</b></p> <p><b>Games Unit 2</b></p> <p>I can use running, jumping, catching and throwing in isolation and in combination</p> <p>I can play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>I can keep adapt and make rules for striking and fielding and net games</p> <p><b>Swimming</b></p> <p>I can swim competently and confidently over a distance of at least 25 metres</p> <p>I can use a range of strokes effectively</p> <p>I can perform safe self-rescue in different water-based situations.</p> <p>I can work with confidence in the water</p> <p>I can explore and use skills, actions and ideas individually and in combination e.g. use arms to pull and push the water;</p> <p>I can remember, repeat and link skills</p>	<p style="text-align: center;"><b>Physical Education Evaluation, Fitness and Health</b></p> <p>I can compare my performances with previous ones and demonstrate improvement to achieve my personal best.</p> <p>I can recognise how specific activities affect their bodies</p> <p>I can explain my ideas and plans</p> <p>I can recognise aspects of my work which need improving</p> <p>I can suggest practices to improve their play</p>	<p style="text-align: center;"><b>Writing Genres</b></p> <p style="text-align: center;"><b>Fiction</b></p> <p style="text-align: center;">Poetry: Form</p> <p style="text-align: center;"><b>Non-Fiction</b></p> <p style="text-align: center;">Explanation</p>	<p style="text-align: center;"><b>Music</b></p> <p>I can play and perform musical instruments with accuracy, control and expression;</p> <p>I can improvise and compose music using the inter-related dimensions of music</p> <p>I can develop a greater understanding of the history of music.</p> <p>I use sound to create more abstract images</p> <p>I recognise and create different types of ostinati</p> <p>I describe music using appropriate vocabulary</p> <p>I carefully choose order, combine and control sounds with awareness of their combined effect</p> <p>I listen to several layers of sound and talk about the combined effect</p> <p>I can recognise simple pentatonic scales</p>	<p style="text-align: center;"><b>Singing</b></p> <p>I can play and perform in solo and ensemble contexts, using my voice</p> <p>I can listen with attention to detail and recall sounds with increasing aural memory</p> <p>I can sing songs from memory with accurate pitch, either in a group or alone; I can sing in tune ;</p> <p>I can maintain a simple part within an ensemble; I understand the importance of articulating the words to communicate the song to the audience; I show that I have a good memory for sounds and songs and show control.</p> <p>I can sing songs from memory with accurate pitch, either in a group or alone</p> <p>I combine sounds with movement and narrative.</p>
<p style="text-align: center;"><b>Science Knowledge and Skills</b></p> <p style="text-align: center;"><b>Electricity</b></p> <p>I can identify common appliances that run on electricity</p> <p>I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>I can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>I can recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>I might work scientifically by: observing patterns, e.g. that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit.</p>	<p style="text-align: center;"><b>Science Working Scientifically</b></p> <p>I can classify my questions into those that can be investigated and those that can't.</p> <p>I can think of several methods.</p> <p>I can write a clear fair test question.</p> <p>I can draw a graph/diagram of my prediction.</p> <p>I can use standard measures accurately.</p> <p>I can draw a labelled diagram.</p> <p>I can construct my own table, choosing appropriate headings.</p> <p>I can compare the information from a range of sources.</p> <p>I can understand the difference between discrete and continuous data.</p> <p>I can make statements about different charts.</p> <p>I can use my table/chart/graph to say what happened.</p> <p>I can use comparative language to compare results.</p> <p>I can explain my results using scientific vocabulary.</p> <p>I can evaluate the accuracy of measurements</p>	<p style="text-align: center;"><b>Geography Knowledge and Skills</b></p> <p style="text-align: center;">Distribution of Natural Resources</p> <p><b>Human and physical geography</b></p> <p>I can describe and understand key aspects of human geography, including the distribution of <b>natural resources including energy, food, minerals</b> and water.</p> <p>I know about different places and environments in the world and can compare them with each other.</p> <p>I can explain mine and others' views about environmental change.</p>	<p style="text-align: center;"><b>Design Technology 3D</b></p> <p><b>Design</b> I can design purposeful, functional, appealing products for myself and other users based on design criteria</p> <p>I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Make</b> I can select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing</p> <p>I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>Evaluate</b> I can explore and evaluate a range of existing products</p> <p>I can evaluate their ideas and products against design criteria</p> <p><b>Technical knowledge</b> I can build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>I can explore and use mechanisms, such as levers, sliders, wheels and axles, in my products.</p> <p style="text-align: center;">Refer to LKS2 Progression in Design and Technology Skills</p>	

## Year 4 Unit of Learning – Spring 2

<p style="text-align: center;"><b>Values</b></p> <p>Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p>	<p style="text-align: center;"><b>Learning Dispositions</b></p> <p>Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p>	<p style="text-align: center;"><b>Central Idea</b></p> <p style="text-align: center;"><b>Exploration leads to discovery and develops new understandings.</b></p> <p style="text-align: center;">The Planets</p>	<p style="text-align: center;"><b>Guiding Questions</b></p> <p style="text-align: center;">What motivates people to explore? What challenges does exploration bring? How do discoveries affect people?</p>			
<p style="text-align: center;"><b>Computing</b></p> <p style="text-align: center;">Link to Science: Solar Walk</p> <p>I can design, write and debug programs that accomplish specific goals, I can use sequence, selection, and repetition in programs <b>I can work with variables and various forms of input and output</b> I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors; I can understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration <b>I can use search technologies effectively, understanding how results are selected and ranked, I can be discerning in evaluating digital content ;</b> <b>I can use technology safely, respectfully and responsibly; and know how to report concerns I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information.</b> <b>Specific foci for unit: See South Rise Computing Curriculum</b> <b>Text and Multimedia, Images, Video</b> and Animation, Sound, <b>Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spreadsheets</b></p>		<p style="text-align: center;"><b>Core Texts/ Visits</b></p> <p style="text-align: center;"><i>Professor Astrocat</i> (non-fiction)</p> <p style="text-align: center;"><b>Suggested visit:</b></p> <p style="text-align: center;">The Royal Observatory, Planetarium</p>	<p style="text-align: center;"><b>Religious Education</b></p> <p style="text-align: center;">Greenwich Windows on Faith</p> <p><b>Buddhism 1 – Living as a Buddhist Unit 2</b></p> <p><b>Key questions</b> What is the importance of a temple or a Buddhist centre? Why do Buddhists have images of the Buddha? <b>Key Concepts</b> The Buddhist Community – Sangha; Lives out the teachings of the Buddha; all members support one another; story of The King's Elephant – keeping good company matters Buddhists meditate to help them understand the Buddha's teachings <b>The home shrine</b> A Temple or Buddhist Centre where teachings are given; where Buddhists meditate together a sacred space, where removal of shoes shows respect; a shrine with an image of the Buddha Images of the Buddha communicate values of wisdom and compassion</p>	<p style="text-align: center;"><b>PHSE</b></p> <p style="text-align: center;"><b>Link to Values</b></p> <p>I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. I know the effects of my actions and try to see things from other people's points of view. I realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them. I can recognise and challenge stereotypes.</p>		
<p style="text-align: center;"><b>Physical Education</b></p> <p style="text-align: center;"><b>Knowledge and Skills</b></p> <p><b>Games Unit 1,</b> I can use running, jumping, catching and throwing in isolation and in combination; I can play competitive games, and apply basic principles suitable for attacking and defending <b>Swimming</b> I can swim competently and confidently over a distance of at least 25 metres I can use a range of strokes effectively I can perform safe self-rescue in different water-based situations. I can work with confidence in the water I can explore and use skills, actions and ideas individually and in combination e.g. use arms to pull and push the water; I can remember, repeat and link skills</p>		<p style="text-align: center;"><b>Writing Genres</b></p> <p style="text-align: center;"><b>Fiction</b></p> <p style="text-align: center;">Letters</p> <p style="text-align: center;"><b>Non-Fiction</b></p> <p style="text-align: center;">Instructions</p>		<p style="text-align: center;"><b>Singing</b></p> <p>I can listen with attention to detail I can sing songs from memory with accurate pitch, either in a group or alone I sing and play a range of singing games I can maintain a simple part within an ensemble I understand the importance of articulating the words to communicate the song to the audience I show that I have a good memory for sounds and songs and show control in my voice.</p>		
<p style="text-align: center;"><b>Physical Education</b></p> <p style="text-align: center;"><b>Evaluation, Fitness and Health</b></p> <p>I can compare my performances with previous ones to achieve my personal best. I can devise and use rules I can recognise which activities help my speed, strength and stamina and know when they are important in games I can recognise how specific activities affect my bodies I can explain my ideas and plans recognise aspects of my work which need improving and suggest how</p>		<p style="text-align: center;"><b>Maths</b></p> <p style="text-align: center;">Refer to Progression in Calculation</p>	<p style="text-align: center;"><b>Art</b></p> <p style="text-align: center;">Digital Media</p> <p>I can create sketch books to record my observations and use them to review and revisit ideas I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) I know about great artists, architects and designers in history. <b>Key Skills</b> <b>Drawing: Lines and Marks, Shape, Tone, Texture</b> I can use my sketch book as a starting point for my art work <b>Specific Media Focus Key Stage Coverage</b> Digital media, Painting, Printing, Textiles, 3D, Collage</p> <p style="text-align: center;">Refer to Lower KS2 Progression in Art and Design Skills</p>			
<p style="text-align: center;"><b>Physical Education</b></p> <p style="text-align: center;"><b>Games Unit 1,</b> I can use running, jumping, catching and throwing in isolation and in combination; I can play competitive games, and apply basic principles suitable for attacking and defending <b>Swimming</b> I can swim competently and confidently over a distance of at least 25 metres I can use a range of strokes effectively I can perform safe self-rescue in different water-based situations. I can work with confidence in the water I can explore and use skills, actions and ideas individually and in combination e.g. use arms to pull and push the water; I can remember, repeat and link skills</p>		<p style="text-align: center;"><b>French</b></p> <p style="text-align: center;">Rigolo Unit 10 Ou vas-tu?</p>				
<p style="text-align: center;"><b>Science</b></p> <p style="text-align: center;"><b>Knowledge and Skills</b></p> <p style="text-align: center;">Earth and Space</p> <p>I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system I can describe the movement of the Moon relative to the Earth I can describe the Sun, Earth and Moon as approximately spherical bodies I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.  Children should learn that the Sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006). They should understand that a moon is a celestial body that orbits a planet (Earth has one moon; Jupiter has four large moons and numerous smaller ones).</p>	<p style="text-align: center;"><b>Science</b></p> <p style="text-align: center;"><b>Working Scientifically</b></p> <p>I can classify my questions into those that can be investigated and those that can't. I can find and compare information from a range of sources.  Note: pupils should be warned that it is not safe to look directly at the sun, even when wearing dark glasses.</p>	<p style="text-align: center;"><b>Geography</b></p> <p style="text-align: center;">Compass Points</p> <p><b>Geographical skills and fieldwork</b> I can identify and use the eight points of a compass. I can use an eight-point compass to give and follow directions. I can use four-figure grid references to locate places on a map, including Ordnance Survey maps. I can use maps to build my knowledge of the United Kingdom and the wider world. I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. I can use globes, maps and plans at a range of scales to locate places and begin to use their position on the globe to draw conclusions.</p>			<p style="text-align: center;"><b>Art</b></p> <p style="text-align: center;">Digital Media</p> <p>I can create sketch books to record my observations and use them to review and revisit ideas I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) I know about great artists, architects and designers in history. <b>Key Skills</b> <b>Drawing: Lines and Marks, Shape, Tone, Texture</b> I can use my sketch book as a starting point for my art work <b>Specific Media Focus Key Stage Coverage</b> Digital media, Painting, Printing, Textiles, 3D, Collage</p> <p style="text-align: center;">Refer to Lower KS2 Progression in Art and Design Skills</p>	

## Year 4 Unit of Learning – Summer 1

<p style="text-align: center;"><b>Values</b></p> <p>Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p>		<p style="text-align: center;"><b>Learning Dispositions</b></p> <p>Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p>		<p style="text-align: center;"><b>Central Idea</b></p> <p style="text-align: center;"><b>New understandings about the world lead to changes in cultures and societies.</b></p> <p style="text-align: center;">The Golden Age</p>		<p style="text-align: center;"><b>Guiding Questions</b></p> <p style="text-align: center;">What was a good life for a Tudor? How did the Tudors find out about the world? How do new discoveries impact on society?</p>			
<p style="text-align: center;"><b>Computing</b></p> <p>I can design, write and debug programs that accomplish specific goals, I can use sequence, selection, and repetition in programs I can work with variables and various forms of input and output I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors;</p> <p>I can understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration I can use search technologies effectively, understanding how results are selected and ranked, I can be discerning in evaluating digital content ; I can use technology safely, respectfully and responsibly; and know how to report concerns I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information.</p> <p style="text-align: center;"><b>Specific foci for unit: See South Rise Computing Curriculum</b></p> <p>Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, <b>Data Handling, Data logging, Control, Simulations and Spreadsheets</b></p>		<p style="text-align: center;"><b>Core Texts/ Visits</b></p> <p style="text-align: center;"><i>A Midsummer Night's Dream,</i> <i>The Tempest, sonnets</i></p> <p style="text-align: center;"><b>Suggested visit:</b></p> <p style="text-align: center;">Royal Naval College: Tudor Study Day, Maritime Museum: Life on Tudor Times and Tudor Explorers, The Globe Theatre, Hall Place, Greenwich Heritage Centre</p>		<p style="text-align: center;"><b>Religious Education</b></p> <p style="text-align: center;">Greenwich Windows on Faith</p> <p style="text-align: center;"><b>Judaism 1 – Festivals in the Jewish Year Unit 2</b></p> <p><b>Key Questions</b></p> <p>Why is it important to keep traditions/ customs alive? How do the Festival events help to teach young Jews about their past? What do these festivals show about the Jews' relationship with God? <b>Key Concepts</b></p> <p>Succoth; Passover; Purim</p>		<p style="text-align: center;"><b>PHSE</b></p> <p style="text-align: center;"><b>Link to Values</b></p> <p>I recognise the role of voluntary, community and pressure groups. To recognise the different risks in different situations and then decide how to behave responsibly including judging what kind of physical contact is acceptable or unacceptable. I can explore how the media presents information and uses stereotyping.</p>			
<p style="text-align: center;"><b>Physical Education Knowledge and Skills</b></p> <p><b>Dance</b></p> <p>I can perform dances using a range of movement patterns I can use simple choreographic principles to create motifs and narrative I can perform complex dance phrases that communicate character and narrative I can explore and create characters in response to a range of stimuli</p> <p><b>Swimming</b></p> <p>I can swim competently and confidently over a distance of at least 25 metres I can use a range of strokes effectively I can perform safe self-rescue in different water-based situations.; I can work with confidence in the water I can explore and use skills, actions and ideas individually and in combination e.g. use arms to pull and push the water; I can remember, repeat and link skills</p>		<p style="text-align: center;"><b>Physical Education Evaluation, Fitness and Health</b></p> <p>I can compare my performances with previous ones and demonstrate improvement to achieve my personal best. I can recognise how specific activities affect their bodies I can explain my ideas and plans I can recognise aspects of my work which need improving I can suggest practices to improve their play</p>		<p style="text-align: center;"><b>Writing Genres</b></p> <p style="text-align: center;"><b>Fiction</b></p> <p style="text-align: center;">Play scripts (Shakespeare)</p> <p style="text-align: center;"><b>Non-Fiction</b></p> <p style="text-align: center;">Discussion/Argument</p>		<p style="text-align: center;"><b>Music</b></p> <p>I can play and perform musical instruments with accuracy, control and expression; I can improvise and compose music using the inter-related dimensions of music I can develop a greater understanding of the history of music. I use sound to create more abstract images I recognise and create different types of ostinato I describe music using appropriate vocabulary I carefully choose order, combine and control sounds with awareness of their combined effect I listen to several layers of sound and talk about the combined effect I can recognise simple pentatonic scales</p>		<p style="text-align: center;"><b>Singing</b></p> <p>I can listen with attention to detail I can sing songs from memory with accurate pitch, either in a group or alone I sing and play a range of singing games I can maintain a simple part within an ensemble I understand the importance of articulating the words to communicate the song to the audience I show that I have a good memory for sounds and songs and show control in my voice.</p>	
<p style="text-align: center;"><b>Science Knowledge and Skills</b></p> <p style="text-align: center;">Earth and Space: Timekeeping</p> <p>I can observe a model of the sun and Earth. I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. I can explain what happens during a solar and lunar eclipse. I can find out about the way that ideas about the solar system have developed, understanding how the geocentric model of the solar system gave way to the heliocentric model by considering the work of scientists such as Ptolemy, Alhazen and Copernicus.</p>		<p style="text-align: center;"><b>Science Working Scientifically</b></p> <p>I might compare the time of day at different places on the Earth through internet links and direct communication; Create simple models of the solar system; Construct simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day; I might be able to find out why some people think that structures such as Stonehenge might have been used as astronomical clocks. I can classify my questions into those that can be investigated and those that can't. I can use standard measures accurately. I can draw a labelled diagram.</p>		<p style="text-align: center;"><b>Geography</b></p> <p style="text-align: center;">Time Zones</p> <p><b>Locational knowledge</b></p> <p>I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) I use technical vocabulary when sharing findings I can use globes, maps and plans at a range of scales to locate places and begin to use their position on the globe to draw conclusions</p>		<p style="text-align: center;"><b>History</b></p> <p>Children should learn about a study of an <b>aspect of history</b> or a site dating from a period beyond 1066 that is significant in the <b>locality</b>.</p> <p><b>The Tudors</b> (e.g. The Globe, Queen's House, Golden Hind, Tower of London etc. – all linked to Tudors)</p>		<p style="text-align: center;"><b>Art</b></p> <p style="text-align: center;">Textiles</p> <p>I can create sketch books to record my observations and use them to review and revisit ideas I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) I know about great artists, architects and designers in history. <b>Key Skills</b></p> <p><b>Drawing: Lines and Marks, Shape, Tone, Texture</b> I can use my sketch book as a starting point for my art work <b>Specific Media Focus Key Stage Coverage</b> Digital media, Painting, Printing, Textiles, 3D, Collage</p> <p style="text-align: center;">Refer to Lower KS2 Progression in Art and Design Skills</p>	

## Year 4 Unit of Learning – Summer 2

<p style="text-align: center;"><b>Values</b></p> <p>Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p>	<p style="text-align: center;"><b>Learning Dispositions</b></p> <p>Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p>	<p style="text-align: center;"><b>Global Learning</b></p> <p style="text-align: center;"><b>Central Idea</b></p> <p style="text-align: center;"><b>Over time, living things need to adapt to survive.</b></p> <p style="text-align: center;">Endangered Environments</p>	<p style="text-align: center;"><b>Guiding Questions</b></p> <p style="text-align: center;">What is similar or different about living things? How are they adapted to their environment? Who will survive?</p>	
<p style="text-align: center;"><b>Computing</b></p> <p style="text-align: center;">AppShed</p> <p>I can design, write and debug programs that accomplish specific goals, I can use sequence, selection, and repetition in programs I can work with variables and various forms of input and output I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors; I can understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration <b>I can use search technologies effectively, understanding how results are selected and ranked, I can be discerning in evaluating digital content ;</b> <b>I can use technology safely, respectfully and responsibly; and know how to report concerns</b> <b>I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information.</b> Specific foci for unit: See South Rise Computing Curriculum <b>Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spreadsheets</b></p>		<p style="text-align: center;"><b>Core Texts/ Visits</b></p> <p style="text-align: center;"><i>The Rooftoppers</i></p> <p style="text-align: center;"><b>Suggested visit:</b></p> <p style="text-align: center;">Greenwich Park, Queen Elizabeth Roof Garden</p>	<p style="text-align: center;"><b>Religious Education</b></p> <p style="text-align: center;">Greenwich Windows on Faith</p> <p style="text-align: center;"><b>Islam Part 2: Unit 3 – Ramadan and Id ul Fitr</b></p> <p><b>Key Questions</b></p> <p>Why do Muslims fast during Ramadan? How does fasting help Muslims to grow closer to Allah and to each other? How do Muslims celebrate Id? <b>Sawm</b></p> <p>The importance of the month of Ramadan Qur'anic quotes about fasting Ramadan – a time to focus on Allah, being a good Muslim and considering those who have less Fasting requirements Breaking the fast Worship during Ramadan. <b>Id ul Fitr</b></p> <p>Celebration of keeping the fast at its end. Zakat al Fitr</p>	<p style="text-align: center;"><b>PHSE</b></p> <p style="text-align: center;"><b>Link to Values</b></p> <p>I can research and debate a topical issue relating to a global problem. I understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p>
<p style="text-align: center;"><b>Physical Education</b></p> <p style="text-align: center;"><b>Knowledge and Skills</b></p> <p><b>Swimming</b></p> <p>I can swim competently and confidently over a distance of at least 25 metres I can use a range of strokes effectively I can perform safe self-rescue in different water-based situations. I can work with confidence in the water I can explore and use skills, actions and ideas individually and in combination e.g. use arms to pull and push the water; I can remember, repeat and link skills</p>	<p style="text-align: center;"><b>Physical Education</b></p> <p style="text-align: center;"><b>Evaluation, Fitness and Health</b></p> <p>I can compare my performances with previous ones to achieve my personal best. I can devise and use rules I can recognise which activities help my speed, strength and stamina and know when they are important in games I can recognise how specific activities affect my bodies I can explain my ideas and plans, recognise aspects of my work which need improving.</p>	<p style="text-align: center;"><b>Writing Genres</b></p> <p style="text-align: center;"><b>Fiction</b></p> <p style="text-align: center;">Narrative; Stories set in imaginary worlds</p> <p style="text-align: center;"><b>Non-Fiction</b></p> <p style="text-align: center;">Information text</p>	<p style="text-align: center;"><b>Singing</b></p> <p>I can listen with attention to detail I can sing songs from memory with accurate pitch, either in a group or alone I sing and play a range of singing games I can maintain a simple part within an ensemble I understand the importance of articulating the words to communicate the song to the audience I show that I have a good memory for sounds and songs and show control in my voice.</p>	
<p style="text-align: center;"><b>Science</b></p> <p style="text-align: center;"><b>Knowledge and Skills</b></p> <p style="text-align: center;">All Living Things</p> <p>I can identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups I can recognise that environments are constantly changing and that this can sometimes pose dangers to specific habitats.</p>	<p style="text-align: center;"><b>Science</b></p> <p style="text-align: center;"><b>Working Scientifically</b></p> <p>I can classify my questions into those that can be investigated and those that can't. I can draw a labelled diagram. I can compare information from a range of sources.</p>	<p style="text-align: center;"><b>Geography</b></p> <p><b>Location Knowledge</b></p> <p>I can locate the world's countries, concentrating on their environmental regions <b>Human and Physical Geography</b></p> <p>I can describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts <b>Geographical skills and field work</b></p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied I recognise changes in physical and human features and explain how these can cause change in places I can explain mine and others views about environmental change I recognise how people try to keep and improve environments</p>	<p style="text-align: center;"><b>Art</b></p> <p style="text-align: center;"><b>Collage, Painting, Monet</b></p> <p>I can create sketch books to record my observations and use them to review and revisit ideas I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, paint, clay) I know about great artists, architects and designers in history. <b>Key Skills</b></p> <p><b>Drawing: Lines and Marks, Shape, Tone, Texture</b></p> <p>I can use my sketch book as a starting point for my art work <b>Specific Media Focus Key Stage Coverage</b></p> <p>Digital media, Painting, Printing, Textiles, 3D, Collage</p> <p style="text-align: center;">Refer to Lower KS2 Progression in Art and Design Skills</p>	