

Year 4 Unit of Learning – Autumn 1

<p style="text-align: center;">Values</p> <p>Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p>	<p style="text-align: center;">Learning Dispositions</p> <p>Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p>	<p style="text-align: center;">Central Idea</p> <p style="text-align: center;">Making balanced choices about daily routines enables people to have a healthy lifestyle.</p> <p style="text-align: center;">Fighting Fit</p>	<p style="text-align: center;">Guiding Questions</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;">Computing</p> <p>How Computers Work I understand that computing enables access to a wider range of information and tools to help find specific information I can identify how different web pages are organised and why I can recognise the importance of networks and how they can contribute to everyday life</p> <p>Online Safety I understand how the internet stores information I understand that not all information found on the internet is factually correct</p>		<p style="text-align: center;">Core Texts/ Visits</p> <p style="text-align: center;"><i>George's Marvellous Medicine</i></p> <p style="text-align: center;">Suggested visit: The Horniman Museum</p>	<p style="text-align: center;">Religious Education</p> <p style="text-align: center;">Greenwich Windows on Faith</p> <p>Where did the world begin? 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;">PHSE</p> <p style="text-align: center;">Link to Values</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;">Physical Education</p> <p style="text-align: center;">Knowledge and Skills</p> <p>Dance - Patterns I can perform dances using a range of movement patterns; I can perform complex dance phrases that communicate character and narrative</p> <p>Games – Net, Court, Wall I can use running, jumping, catching and throwing in isolation and in combination I can play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending I can keep adapt and make rules for striking and fielding and net games</p> <p>Swimming (one class per term) 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;">Physical Education</p> <p style="text-align: center;">Evaluation, Fitness and Health</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;">Writing Genres</p> <p style="text-align: center;">Fiction</p> <p>Stories of exploration/ imaginary worlds Poetry – Making pictures with words (similes, metaphors)</p> <p style="text-align: center;">Non-Fiction</p> <p style="text-align: center;">Information (oral presentation)</p>	<p style="text-align: center;">Music</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;">Singing</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;">Science</p> <p style="text-align: center;">Knowledge and Skills</p> <p>Animals including Humans 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;">Science</p> <p style="text-align: center;">Working Scientifically</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;">Geography</p> <p>Human and physical geography I can describe and understand key aspects of human geography, including the distribution of natural resources including energy, food, minerals and water I know about different places and environments in the world and can compare them with each other</p>	<p style="text-align: center;">Design Technology</p> <p style="text-align: center;">Food</p> <p>Design 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</p> <p>Make 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,</p> <p>Evaluate 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;">Values</p> <p>Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p>	<p style="text-align: center;">Learning Dispositions</p> <p>Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p>	<p style="text-align: center;">Take One Picture</p> <p style="text-align: center;">Central Idea</p> <p style="text-align: center;">People throughout the ages have sought to expand their horizons.</p> <p style="text-align: center;">Invaders and Settlers</p>		<p style="text-align: center;">Guiding Questions</p> <p style="text-align: center;">What is worth fighting for?</p> <p style="text-align: center;">How have people been able to expand across the globe?</p> <p style="text-align: center;">What challenges do settlers face?</p>	
<p style="text-align: center;">Computing</p> <p>Using Technology Effectively 1</p> <p>I can continue to develop an understanding of how computers can allow easy creation, manipulation and change</p> <p>I can understand and explain which authoring tools will be the most effective for their outcome such as backgrounds, transitions, voice recordings, changing layout, delays etc.</p> <p>Online Safety</p> <p>I understand the importance of word/phrase choices when searching online</p> <p>I know how to be secure when using the internet</p>		<p style="text-align: center;">Core Texts/ Visits</p> <p style="text-align: center;"><i>Erik the Viking</i></p> <p style="text-align: center;">Suggested visit:</p> <p style="text-align: center;">National Maritime Museum: Vikings</p>		<p style="text-align: center;">Religious Education</p> <p style="text-align: center;">Greenwich Windows on Faith</p> <p>Sikhism 2: Belonging to the Sikh Community Unit 4</p> <p>Key Questions</p> <p>Why was Guru Gobind Singh important?</p> <p>What is the significance of the Amrit Ceremony?</p> <p>Key Concepts</p> <p>Guru Gobind Singh</p> <p>the last human Guru; celebration of Vaisakhi; established the Khalsa; the 5 Ks and Sikh names</p> <p>Belonging to the Community</p> <p>becoming a Khalsa Sikh; Amrit ceremony; Obligations accepted with Amrit</p>	<p style="text-align: center;">PHSE</p> <p style="text-align: center;">Link to Values</p> <p>I know how to resolve differences by looking at alternatives, making decisions and explaining choice.</p> <p>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.</p> <p>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;">Physical Education</p> <p style="text-align: center;">Knowledge and Skills</p> <p>Games - Invasion</p> <p>I can use running, jumping, catching and throwing in isolation and in combination;</p> <p>I can play competitive games, and apply basic principles suitable for attacking and defending</p> <p>Gymnastics – Jumps and Leaps</p> <p>I can develop strength, technique and balance and create gymnastic sequences involving a change in speed, level and direction</p> <p>Swimming (one class per term)</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;">Physical Education</p> <p style="text-align: center;">Evaluation, Fitness and Health</p> <p>I can compare my performances with previous ones to achieve my personal best.</p> <p>I can keep up activity over a period of time and know I need to warm up and cool down for dance</p> <p>I can describe and evaluate some of the compositional features of dances performed with a partner and in a group</p> <p>I can talk about how I might improve my dances</p>	<p style="text-align: center;">Writing Genres</p> <p style="text-align: center;">Fiction</p> <p style="text-align: center;">Poetry: Making pictures with words</p> <p style="text-align: center;">Non-Fiction</p> <p style="text-align: center;">Newspaper reports</p>		<p style="text-align: center;">Music</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;">Singing</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; I sing and play a range of singing games</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;</p> <p>I show that I have a good memory for sounds and songs and show control in my voice.</p>
<p style="text-align: center;">Science</p> <p style="text-align: center;">Knowledge and Skills</p> <p style="text-align: center;">States of Matter</p> <p>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.</p> <p>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)</p> <p>I can compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>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;">Science</p> <p style="text-align: center;">Working Scientifically</p> <p>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.</p> <p>I might be able to explore the effect of temperature on substances such as chocolate, butter, cream;</p> <p>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.</p> <p>I can evaluate accuracy.</p>	<p style="text-align: center;">Geography</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>I can name and locate counties and cities of the U.K.</p> <p>I can name and locate geographical regions and their human and physical characteristics.</p> <p>I can recognise key topographical features, e.g., hills, mountains, coasts, rivers.</p> <p>I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting European country.</p>	<p style="text-align: center;">History</p> <p>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.</p> <p>I can give some reasons for the main events and reasons for the changes within different periods.</p> <p>I can use sources of information in different ways to help me answer questions about the past.</p>	<p style="text-align: center;">Design Technology</p> <p style="text-align: center;">3D</p> <p>Design: 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;</p> <p>I can generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make: I can select from and use a wider range of tools and equipment for cutting, shaping, joining and finishing, accurately</p> <p>I can select from and use a wider range of materials and components according to their functional properties and aesthetic qualities</p> <p>Evaluate: I can investigate and analyse a range of existing products</p> <p>I can evaluate ideas and products against design criteria and consider the views of others</p> <p>I can understand how key events and individuals in DT</p> <p>Technical knowledge: I can apply understanding of how to strengthen, more complex structures</p> <p>I can understand and use mechanical systems in products</p> <p>I can understand and use electrical systems in products,</p> <p>I can apply my understanding of computing to programme, monitor and control products.</p> <p>Cooking and Nutrition: I understand and apply the principles of a healthy and varied diet</p> <p>I can prepare and cook a variety of dishes using a range of cooking techniques</p> <p>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;">Values</p> <p>Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p>	<p style="text-align: center;">Learning Dispositions</p> <p>Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p>	<p style="text-align: center;">Central Idea</p> <p>Harnessing sources of power has enabled people to advance the world of technology.</p> <p>Rise of the Robots</p>	<p style="text-align: center;">Guiding Questions</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;">Computing</p> <p>Programming, Coding and Control 1</p> <p>I can continue to develop programming language with the vocabulary: algorithm, program, debug, decomposing, variable, input, output</p> <p>I can apply knowledge of creating more complex sequence of instructions (algorithms) to write a program on screen and for a physical device</p> <p>I understand how different variables change an outcome and why this is important</p> <p>Online Safety</p> <p>I recognise the importance of keeping information private</p> <p>I know where to go or who to talk to if I feel vulnerable</p>		<p style="text-align: center;">Core Texts/ Visits</p> <p style="text-align: center;"><i>The Iron Man</i></p> <p style="text-align: center;">Suggested visit:</p> <p style="text-align: center;">Science Museum</p>	<p style="text-align: center;">Religious Education</p> <p style="text-align: center;">Greenwich Windows on Faith</p> <p>Hinduism: Gods and Beliefs Unit 4</p> <p>Key Questions</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? God 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</p> <p>The Life Journey</p> <p>What makes each person's unique identity? 4 ashramas; Samskars - especially initiation (sacred thread)</p>	<p style="text-align: center;">PHSE</p> <p style="text-align: center;">Link to Values</p> <p>I know the effects of my actions and try to see things from other people's points of view.</p> <p>I appreciate the range of national, religious and ethnic identities in the UK.</p> <p>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;">Physical Education</p> <p style="text-align: center;">Knowledge and Skills</p> <p>Dance - Choreography</p> <p>I can use simple choreographic principles to create motifs and narrative;</p> <p>I can explore and create characters in response to a range of stimuli</p> <p>Gymnastics – Flexibility</p> <p>I can develop flexibility, technique, control and balance and create gymnastic sequences</p> <p>Swimming</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;">Physical Education</p> <p style="text-align: center;">Evaluation, Fitness and Health</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;">Writing Genres</p> <p style="text-align: center;">Fiction</p> <p style="text-align: center;">Poetry: Form</p> <p style="text-align: center;">Non-Fiction</p> <p style="text-align: center;">Explanation</p>	<p style="text-align: center;">Music</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;">Singing</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;">Science</p> <p style="text-align: center;">Knowledge and Skills</p> <p style="text-align: center;">Electricity</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;">Science</p> <p style="text-align: center;">Working Scientifically</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;">Geography</p> <p style="text-align: center;">Knowledge and Skills</p> <p style="text-align: center;">Distribution of Natural Resources</p> <p>Human and physical geography</p> <p>I can describe and understand key aspects of human geography, including the distribution of natural resources including energy, food, minerals 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;">Design Technology</p> <p style="text-align: center;">3D</p> <p>Design 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>Make 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>Evaluate I can explore and evaluate a range of existing products</p> <p>I can evaluate their ideas and products against design criteria</p> <p>Technical knowledge 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;">Values</p> <p>Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p>	<p style="text-align: center;">Learning Dispositions</p> <p>Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p>	<p style="text-align: center;">Central Idea</p> <p style="text-align: center;">Exploration leads to discovery and develops new understandings.</p> <p style="text-align: center;">The Planets</p>	<p style="text-align: center;">Guiding Questions</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;">Computing</p> <p style="text-align: center;">Link to Science: Solar Walk</p> <p>Using Technology Effectively 2</p> <p>I can understand how to organise and collate materials appropriately I can use independently sourced images or captured images/videos or creating images on a computer device for a range of purposes to enhance an outcome I understand how to organise and input required materials</p> <p>Online Safety</p> <p>I understand how my actions online can affect others or myself</p>		<p style="text-align: center;">Core Texts/ Visits</p> <p style="text-align: center;"><i>Professor Astrocat</i> (non-fiction)</p> <p style="text-align: center;">Suggested visit:</p> <p style="text-align: center;">The Royal Observatory, Planetarium</p>	<p style="text-align: center;">Religious Education</p> <p style="text-align: center;">Greenwich Windows on Faith</p> <p style="text-align: center;">Buddhism 1 – Living as a Buddhist Unit 2</p> <p>Key questions</p> <p>What is the importance of a temple or a Buddhist centre? Why do Buddhists have images of the Buddha?</p> <p>Key Concepts</p> <p>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</p> <p>The home shrine</p> <p>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;">PHSE</p> <p style="text-align: center;">Link to Values</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;">Writing Genres</p> <p style="text-align: center;">Fiction</p> <p style="text-align: center;">Letters</p> <p style="text-align: center;">Non-Fiction</p> <p style="text-align: center;">Instructions</p>	<p style="text-align: center;">Music</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;">Singing</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;">Physical Education</p> <p style="text-align: center;">Knowledge and Skills</p> <p>Gymnastics – Sequencing</p> <p>I can develop strength, flexibility, technique, control and balance and create gymnastic sequences involving balances, jumps and leaps. I can sequence movements which show a change in speed, level and direction.</p> <p>Athletics</p> <p>I can perform a range of jumps showing control and consistency at both take-off and landing. I can explain why different activities can improve strength, stamina and suppleness.</p> <p>Swimming (one class per term)</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;">Physical Education</p> <p style="text-align: center;">Evaluation, Fitness and Health</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;">Maths</p> <p style="text-align: center;">Refer to Progression in Calculation</p>	<p style="text-align: center;">French</p> <p style="text-align: center;">Rigolo Unit 10 Ou vas-tu?</p>		
		<p style="text-align: center;">Careers and Enterprise</p> <p style="text-align: center;">Enterprise and Making Money</p>				
		<p style="text-align: center;">Geography</p> <p style="text-align: center;">Compass Points</p> <p>Geographical skills and fieldwork</p> <p>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;">Art</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.</p> <p style="text-align: center;">Key Skills</p> <p>Drawing: Lines and Marks, Shape, Tone, Texture I can use my sketch book as a starting point for my art work Specific Media Focus Key Stage Coverage 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;">Science</p> <p style="text-align: center;">Working Scientifically</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.</p> <p>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;">Science</p> <p style="text-align: center;">Knowledge and Skills</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.</p> <p>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;">Geography</p> <p style="text-align: center;">Compass Points</p> <p>Geographical skills and fieldwork</p> <p>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;">Art</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.</p> <p style="text-align: center;">Key Skills</p> <p>Drawing: Lines and Marks, Shape, Tone, Texture I can use my sketch book as a starting point for my art work Specific Media Focus Key Stage Coverage 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>Values Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p>	<p>Learning Dispositions Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p>	<p>Central Idea New understandings about the world lead to changes in cultures and societies. The Golden Age</p>		<p>Guiding Questions 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>Computing Programming, Coding and Control 2 I understand the need for repetition when programming and how this helps with efficiency I can confidently de-bug and problem solve to improve an outcome I can make logical predictions for outcomes based on my understanding of selections, specific goals and variables. I can consider their audience when developing a project such as an online game</p> <p>Online Safety I understand the importance of word/phrase choices when searching online I know how to be secure when using the internet</p>		<p>Core Texts/ Visits <i>A Midsummer Night's Dream,</i> <i>The Tempest, sonnets</i></p> <p>Suggested visit: 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>Religious Education Greenwich Windows on Faith Judaism 1 – Festivals in the Jewish Year Unit 2 Key Questions 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? Key Concepts Succoth; Passover; Purim</p>	<p>PHSE Link to Values 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>Physical Education Knowledge and Skills Games – Striking and Fielding I can work as a team in various small-sided games and be able to transfer common principles of play (e.g., running, jumping, catching and throwing) and basic attacking and defending strategies across the games. My knowledge of rules in different games is sound enough to officiate in small groups. I can develop consistency in my skills.</p> <p>Dance – Choreography (one class) I can use simple choreographic principles to create motifs and narrative; I can explore and create characters in response to a range of stimuli</p> <p>Dance – Patterns (one class) I can perform dances using a range of movement patterns; I can perform complex dance phrases that communicate character and narrative</p> <p>Swimming (one class per term) 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>Physical Education Evaluation, Fitness and Health 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>Writing Genres</p> <p>Fiction Play scripts (Shakespeare)</p> <p>Non-Fiction Discussion/Argument</p> <p>Maths Refer to Progression in Calculation</p> <p>French Rigolo Unit 11 On mange!</p> <p>Careers and Enterprise The Future of Trade</p>		<p>Music 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>Singing 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>Science Knowledge and Skills 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>Science Working Scientifically 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>Geography Time Zones Locational knowledge 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>History Children should learn about a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>The Tudors (e.g. The Globe, Queen's House, Golden Hind, Tower of London etc. – all linked to Tudors)</p>	<p>Art 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.</p> <p>Key Skills Drawing: Lines and Marks, Shape, Tone, Texture I can use my sketch book as a starting point for my artwork Specific Media Focus Key Stage Coverage Digital media, Painting, Printing, Textiles, 3D, Collage</p> <p>Refer to Lower KS2 Progression in Art and Design Skills</p>	
<p>Year 4 Unit of Learning – Summer 2</p>					

<p>Values Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p>	<p>Learning Dispositions Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p>	<p>Central Idea Over time, living things need to adapt to survive. Endangered Environments</p>	<p>Guiding Questions What is similar or different about living things? How are they adapted to their environment? Who will survive?</p>	
<p>Computing Using Technology Effectively 3 Building upon the skills learned in Using technology effectively 1 & 2: I can utilise a number of appropriate apps to complete a task effectively I can collaborate to complete a project I can independently create a high-quality outcome for a targeted audience</p> <p>Online Safety I can understand how my actions online can affect others or myself I know where to go or who to talk to if I feel vulnerable</p>		<p>Core Texts/ Visits <i>The Rooftoppers</i></p> <p>Suggested visit: Greenwich Park, Queen Elizabeth Roof Garden</p>	<p>Religious Education Greenwich Windows on Faith Islam Part 2: Unit 3 – Ramadan and Id ul Fitr Key Questions 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? Sawm 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. Id ul Fitr Celebration of keeping the fast at its end. Zakat al Fitr</p>	<p>PHSE Link to Values 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>Physical Education Knowledge and Skills</p> <p>Athletics I can throw with greater control, distance and accuracy. I can explain why different activities can improve strength, stamina and suppleness.</p> <p>Gymnastics – Sequencing (one class) I can develop strength, flexibility, technique, control and balance and create gymnastic sequences involving balances, jumps and leaps. I can sequence movements which show a change in speed, level and direction.</p> <p>Games – Invasion (one class) 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</p> <p>Swimming (one class per term) 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>Physical Education Evaluation, Fitness and Health 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>Writing Genres</p> <p>Fiction Narrative; Stories set in imaginary worlds</p> <p>Non-Fiction Information text</p>	<p>Music 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>Singing 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>Science Knowledge and Skills All Living Things 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>Science Working Scientifically 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>Geography</p> <p>Location Knowledge I can locate the world's countries, concentrating on their environmental regions</p> <p>Human and Physical Geography I can describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts</p> <p>Geographical skills and field work 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>Art Collage, Painting, Monet 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.</p> <p>Key Skills Drawing: Lines and Marks, Shape, Tone, Texture I can use my sketch book as a starting point for my artwork</p> <p>Specific Media Focus Key Stage Coverage Digital media, Painting, Printing, Textiles, 3D, Collage Refer to Lower KS2 Progression in Art and Design Skills</p>	