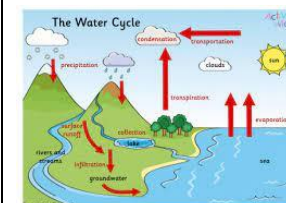












YEAR 4	AUTUMN 1 Exploring the Rainforest	AUTUMN 2 How have children's lives changed?	SPRING 1 Where does our food come from?	SPRING 2 The Anglo-Saxons	SUMMER 1 Rivers	SUMMER 2 The Ancient Maya
<p>SCIENCE 2024-2025</p>	<p><u>Living Things and their Habitats</u></p> <p>Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p><u>Electricity</u></p> <p>Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with</p>	<p><u>Animals including Humans</u></p> <p>Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p><u>Sound</u></p> <p>Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p><u>States of Matter</u></p> <p>Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p><u>Scientific enquiry linked to previous learning</u></p>




		being good conductors.		
HISTORY	<p><u>How have children's lives changed? (Autumn 2)</u></p> <p>Investigate the changes in children's lives through time. Children learn how children's spare time, health and work have changed. Explore the most crucial change – work – in more detail, learning about a day in the life of a working child and the significance of Lord Shaftesbury and his impact.</p> 	<p><u>British history 3: How hard was it to invade and settle in Britain? (Spring 2)</u></p> <p><i>NC: Britain's settlement by Anglo-Saxons and Scots</i></p> <p>Develop an understanding of why people invaded and settled. Learn about Anglo-Saxon beliefs and the spread of Christianity. Assess the contribution of the Anglo-Saxons to modern Britain.</p> 	<p><u>How did the achievements of the Ancient Maya impact their society and beyond? KAPOW (2024-2025)</u></p> <p><i>NC: A non-European society that provides contrasts with British History-AD 900 Maya civilization</i></p> <p>Children explore the achievements of ancient peoples like the Maya by investigating historical and archaeological evidence. Through the observation and analysis of artefacts, children scrutinise their settlement strategies in rainforests, the cultural significance of chocolate and the impact of their beliefs, inventions and decline within and beyond their society.</p>	
GEOGRAPHY	<p><u>Why are rainforests important to us? (Autumn 1)</u></p> <p>Develop an understanding of biomes, ecosystems and tropics. Map features of the Amazon rainforest and learn about its layers Investigate how communities in Manaus use the Amazon's resources. Discuss the global human impact on the Amazon</p>	<p><u>Where does our food come from? (Spring 1)</u></p> <p>Look at the distribution of the world's biomes. Map food imports from around the world. Learning about trading fairly, Focusing on Côte d'Ivoire and cocoa beans. Exploring where the food for the children's school dinners comes from. Write a balanced argument of 'local versus global'.</p>	<p><u>2024-2025</u> <u>What are rivers and how are they used? (Summer 1)</u></p> <p>Learn about rivers and their place in the water cycle. Name and locate the world's major rivers. Describe the 3 courses of a river. Identify human and physical features around a river. Understand how rivers are used.</p>	








	<p>Carry out fieldwork to compare and contrast two types of forest</p> 		<p>Suggest how a river environment might be improved.</p> 			
<p>PHSE</p>	<p><u>Me and my Relationships</u></p> <p>Explain what we mean by a 'positive, healthy relationship'. Give a lot of examples of how I can tell a person is feeling worried just by their body language. Say what I could do if someone was upsetting me or if I was being bullied. Explain what being 'assertive' means and give a few examples of ways of being assertive.</p>	<p><u>Valuing Difference</u></p> <p>Say a lot of ways that people are different, including religious or cultural differences.</p>  <p>Explain why it's important to challenge stereotypes that might be applied to me or others.</p>	<p><u>Keeping Safe</u></p> <p>Give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks. Say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol. Give examples of positive and negative influences, including things that could influence me when I am making decisions.</p>	<p><u>Being My Best</u></p> <p>Give a few examples of different things that I do already that help to me keep healthy. Give different examples of some of the things that I do already to help look after my environment.</p> 	<p><u>Growing and Changing</u></p> <p>Label some parts of the body that only boys have and only girls have. List some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents). Explain why some people get married.</p> 	<p><u>Rights and Respect</u></p> <p>Explain how a 'bystander' can have a positive effect on negative behaviour they witness by working together to stop or change that behaviour. Explain how reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem. Discuss decisions and choices about spending money. Managing money *Enterprise*</p>

ART	<u>Drawing: Power prints</u> Using mechanical engravings as a starting point, pupils develop an awareness of proportion, composition and pattern in drawing and combine media for effect when developing a drawing into a print. 		<u>Painting and mixed media: Light and dark</u> Developing skills in colour mixing, focussing on using tints and shades to create a 3D effect. Experimenting with composition and applying painting techniques to a personal still life piece. 		<u>Sculpture and 3D: Mega materials</u> Exploring how different materials can be shaped and joined and learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp, children create their own sculptures. 	
DESIGN TECHNOLOGY	<u>Structure: Pavilions</u> Investigate and model frame structures to improve their stability, then apply this research to design and create a stable, decorated pavilion.  <u>Textiles: Christmas DT week – Fastenings</u> Sew an envelope shaped purse or wallet		<u>Mechanical systems: Making a slingshot car</u> Using a range of materials, design and make a car with a working slingshot mechanism and house the mechanism using a range of nets. 		<u>Cooking and Nutrition: Adapting a Recipe</u> Work in groups to adapt an existing biscuit recipe, whilst considering the cost of the ingredients and other expenses against a set budget. 	
COMPUTING	<u>The Internet</u> Apply knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure.	<u>Creating media – Audio editing</u> Examine devices capable of recording digital audio, which will include identifying the input device (microphone) and output devices	<u>Creating media – Photo editing</u>  Develop an understanding of how digital images can be changed and	<u>Repetition in shapes</u> Use repetition and loops within programming. Create programs by planning, modifying, and testing commands to create shapes and patterns.	<u>Repetition in games</u> Explore the concept of repetition in programming using the Scratch environment.	<u>Data and info – Data logging</u> Consider how and why data is collected over time. Consider the senses humans use to experience the environment and how computers can

		(speaker or headphones).	edited using Pinta , and how they can then be resaved and reused.			use special input devices called sensors to monitor the environment.
MUSIC	<p><u>Composing: African Music</u></p> <ul style="list-style-type: none"> * Use a pentatonic scale to compose short phrases. * Begin to consider the structure of different types of music. * Develop knowledge and understanding of the stories, origins, traditions, history and social context of a variety of music. * Listen to music from western classical tradition, and from film, popular music and world music. 	<p><u>Musical Elements</u></p> <ul style="list-style-type: none"> * Introduce minims. * Introduce time signatures. * Follow and perform from a simple rhythm score. * Introduce major and minor chords. * Introduce simple vocal harmony. * Perform as a choir. 	<p><u>Music Trailblazers</u></p> <ul style="list-style-type: none"> * Perform melodies over drones. * Increase pitch accuracy. * Introduce rounds and duets. * Develop knowledge and understanding of the stories, origins, traditions, history and social context of a variety of music. * Listen to music from western classical tradition, and from film, popular music and world music. 	<p><u>Recorder: Stage 2</u></p> <ul style="list-style-type: none"> * Develop facility in the use of selected instruments over time. * Read and perform pitched stave notation within a small range. * Perform melodies using a note range of C – G as a class or in small groups. * Copy short melodic phrases from ear using a limited range of notes. 	<p><u>Instrument Families</u></p> <ul style="list-style-type: none"> * Develop knowledge and understanding of the stories, origins, traditions, history and social context of a variety of music. * Listen to music from western classical tradition, and from film, popular music and world music. * Listen to a wide range of recorded performances. * Have opportunities to experience live music making. 	<p><u>Samba Band</u></p> <ul style="list-style-type: none"> * Improvise a melody using a fixed number of notes. * Begin to use simple rhythm notation to create short phrases. * Begin to consider the structure of different types of music. * Develop knowledge and understanding of the stories, origins, traditions, history and social context of a variety of music.
R.E. 2024-2025	<p><u>How do ancient stories influence modern celebrations? (CL2.5)</u> <i>(Previously called -How are important events remembered in ceremonies?)</i></p>  <p>This unit will explore festivals of light from Judaism, Sikhism, Hinduism, Paganism, Chinese New Year and Ancient Civilisations. It will consider how some festivals use light</p>	<p><u>Why do the lives of the Gurus inspire Sikh believers? (CL2.4)</u> Why are Gurus at the heart of Sikh belief and practice?</p> 	<p><u>New Unit</u> How are the stories of Holy Week important to Christians? (FL2.14)</p> <p>Awaiting info from new syllabus</p>	<p><u>How do the five pillars of Islam guide Muslims through life? (CL2.3)</u></p> <p>Learn about Muslim beliefs and practices, including the belief in Allah</p>	<p><u>What faiths and beliefs can be found in our country and community? (CL2.1)</u></p> <p>Learn about different places of worship in the</p>	

	<p>as a representation of hope, joy, remembrance and reflection.</p>		<p>This unit explores the concept of 'guru' in Sikhism as an introduction to Sikh religious belief and practice. It aims for pupils to be able to link the significance of Sikh scripture, the Guru Granth Sahib, to ten Sikh gurus. It begins by exploring the concept of 'guru' as a religious teacher before introducing Guru Nanak, focussing specifically on his experience of God and subsequent teachings about God and social justice. It touches on the idea of Guru succession, which Guru Nanak instigated at the end of his life. The final section examines the creation, treatment, role and significance of the Guru Granth Sahib – the Sikh holy book.</p>		<p>and the importance of the Prophet Muhammad. Develop learning about the Five Pillars of Islam as a way of focusing on key beliefs for Muslims. Learn about some key teachings and consider how these affect the values and lives of believers. Learn specific religious language related to Islam. (Not covered in Year 3)</p> 	<p>local and wider community and their significance to believers. This unit will be enriched by visits to different places of worship where possible, or alternatively, visits from members of faith communities who will come into school to discuss what happens in their place of worship and why it is important to them.</p>
<p>P.E.</p>	<p><u>PPA PE:</u> <u>Gymnastics</u></p>	<p><u>Teacher Led P.E:</u> <u>(outdoors)</u> <u>Hockey</u></p>	<p><u>Teacher Led P.E:</u> <u>Tag Rugby</u> <u>(outdoors)</u></p>	<p><u>PPA P.E.:</u> <u>Badminton</u></p>	<p><u>Teacher Led PE:</u> <u>Athletics (x3)</u></p>	<p><u>Teacher Led PE:</u> <u>Cricket</u></p>

	<p>Children will become increasingly competent in performing skills.</p> <p>Children will use compositional ideas and sequences.</p> <p>Children will perform in time with a partner and group.</p> <p><u>PPA PE:</u> <u>Basketball</u></p> <p>Children will demonstrate basic skills such as dribbling, throwing, and shooting with increased confidence.</p> <p>Children will develop a range of ball handling skills.</p> <p>Children will use footwork rules in a game situation and explore basic marking skills.</p>	<p>Children will perform basic hockey skills.</p> <p>Children will increase their speed and endurance in game play.</p> <p>Children will develop tactics and apply them in competitive situations.</p>	<p>Children will perform basic tag rugby skills.</p> <p>Children will increase speed and endurance in game play.</p> <p>Children will implement rules and develop tactics in competitive situations.</p>	<p>Children use forehand & backhand shots.</p> <p>Children explore and use different badminton skills.</p> <p>Children will practice some trick shots in isolation.</p> <p><u>PPA PE:</u> <u>Dance</u></p> <p>Children will work to include freeze frames in routines.</p> <p>Children will practise and perform a variety of different formations in dance.</p> <p>Children will sequence actions to show “flow”.</p>	<p>Children will investigate different ways of completing running, jumping and throwing activities.</p> <p>Children will measure, time and compare runs, jumps and throws.</p> <p><u>OAA (x3)</u></p> <p>Children will work well in a group with defined and understood roles.</p> <p>Children will plan and refine strategies to solve problems.</p> <p>Children will identify the relevance of and use maps, compass, and symbols.</p> <p>Children will identify what they do well and suggest what they could do to improve.</p>	<p>Children will apply a range of cricket skills.</p> <p>Children will choose and use a range of simple tactics.</p> <p>Children will consolidate and apply existing skills with consistency.</p>
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<p>MFL Niveau Blanc</p>	<p>Teach silent consonant 's' in Paris. Learn new vocabulary: <i>Bonjour, Au revoir, madame, monsieur, nounours</i>. Learn to say your name and ask 'What is your name'. Learn more classroom phrases Revise numbers 0-10 and learn 11 and 12. Learn masculine animal names (nouns) and the indefinite article 'un' plus the conjunction 'ou'.</p> <p>un poisson</p> 	<p>Teach the exception to the rule with silent final consonant – 'ours'. Learn new masculine animal names and the colours bleu, rouge, jeune et vert. Learn to ask 'What is there in the garden?'. <i>Dans le jardin, il y a un escargot et un ours</i>. Look at pictures of gardens in Paris. les Jardins du Trocadéro</p> 	<p>Introduce feminine animal nouns. Explain that, in French, all nouns have a gender.</p> <p>une abeille une souris</p>   <p>Revise nouns and pronouns. Introduce the term 'cognate' – a word in one language related to the origin of a word in another i.e. <i>parc</i> or <i>café</i>. Practise using a speaking frame and a writing frame to help create sentences with correct syntax.</p>	<p>Grammar focus – learn adverbial phrases of place: <i>dans la mer, dans les bois</i>. Discuss French homophones <i>la mère/la mer</i>. Introduce feminine place names in Paris.</p> <p>la Place de la Concorde</p> 	<p>Learn questions words and answers. Where is...? What is your favourite animal? Do you like...? Revise grammatical terms: verbs, nouns (incl. plural form), pronouns, negative adverbs (<i>je n'aime pas...</i>) and elision – the omission of a sound or syllable when speaking (<i>c'est</i>). Learn more place names in Paris – (le, la and l').</p> <p>L'île de la Cité</p> 	<p>Learn new vocabulary that you might find in a garden. Learn about possessive adjectives and gender: <i>my = mon, ma, mes; your = ton, ta, tes</i>. Understand the negative adverb and indefinite article rule: <i>il n'y a pas de</i> chaises or <i>il n'y a pas d'arbres</i> (elision when the noun starts with a vowel). Use a speaking frame to ask: What is there in the garden? And to answer: In the garden, there is or there is not..... Use the conjunction 'et' in their sentences.</p> 
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