

Key: Science History Geography DT ICT/Computing Music Art

	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Y4	<p>Don't stop me now! (gravity & friction) <i>Meadow play area trip</i></p> <p>What happens to my food? (digestive system, teeth & food chains)</p> <p>What did the Romans do for us? <i>Roman Alcester trip</i></p> <p>Savoury scones</p>	<p>Switched on! (electrical circuits; making nightlights)</p> <p>Around the World (global Geography, earth's natural resources, world weather & climate zones, incl. a study of a region in North America)</p>	<p>Can you change it back? (reversible changes)</p> <p>What am I? (classification)</p> <p>Surviving the Blitz (local History topic) <i>Experience day @ school</i></p> <p>Make do and mend (recycling fabric/sewing)</p>	<p>Don't stop me now! (gravity & friction) <i>Meadow play area trip</i></p> <p>What happens to my food? (digestive system, teeth & food chains)</p> <p>What did the Romans do for us? <i>Roman Alcester trip</i></p> <p>What's the weather where you are? (world weather & climate zones, incl. a study of a region in North America)</p> <p>Savoury scones</p>	<p>Can you change it back? (reversible changes)</p> <p>Exciting Egyptians <i>Experience day @ school</i></p> <p>Egyptian sledges (mechanisms; reinforcing structures)</p>	<p>Switched on! (electrical circuits; making nightlights)</p> <p>What am I? (classification)</p> <p>BT and beyond! (local Geography) <i>Local fieldwork trip</i></p> <p>- to include UK Geography: counties, major cities & notable human features</p>

Y4	ICT/Computing: Programming	ICT/Computing: Use of ICT	ICT/Computing: Online Safety
	<p>Textease Turtle: Writing programs to draw regular polygons, using commands as in Y3. Writing, saving & combining 'procedures'. Working with variables. Working out angles of turn. Turtle details incl. filling trail.</p> <p>Scratch: Maths games Asking questions & giving feedback (ask ... and wait; if-then-else blocks). Using variables (incl. keeping score). Random number generation.</p> <p>Crumble (DT link): Programming the Crumble to control outputs e.g. LED, sparkle, filament bulb.</p>	<p>As in Y3, plus: <u>Text:</u> Using bullet and numbering tools as appropriate. Using spell-check and thesaurus tools to edit and improve work.</p> <p><u>Graphics:</u> Using software (e.g. Textease Turtle) to draw a repeating pattern.</p> <p><u>Multimedia:</u> Creating hyperlinks to other slides in presentation software (e.g. MSPowerPoint).</p> <p><u>Data handling:</u> Using/creating simple spreadsheets; choosing appropriate rows or columns (e.g. MSExcel) Creating charts, graphs & tables; copying & pasting them into other applications. Creating and using a branching database (e.g. Textease Branch).</p> <p><u>Websites:</u> Producing a class website (Google Sites or similar.)</p>	<ul style="list-style-type: none"> I can explain how my online identity can be different to the identity I present in 'real life'. I can explain how I can represent myself in different ways online. I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media). I can describe strategies for safe and fun experiences in a range of online social environments. I can give examples of how to be respectful to others online. I can describe how others can find out information about me by looking online. I can explain ways that some of the information about me online could have been created, copied or shared by others. I can identify some online technologies where bullying might take place. I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation). I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'. I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites). I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. I can explain that some people I 'meet online' (e.g. through social media) may be computer programs pretending to be real people. I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true. I can explain how using technology can distract me from other things I might do or should be doing. I can identify times or situations when I might need to limit the amount of time I use technology. I can suggest strategies to help me limit this time. I can explain what a strong password is. I can describe strategies for keeping my personal information private, depending on context. I can explain that others online can pretend to be me or other people, including my friends. I can suggest reasons why they might do this. I can explain how internet use can be monitored. When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. I can give some simple examples.

Y4

Singing:

Pupils should be taught to perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.

Class songs e.g. from Year 4 Music Express; topic-related songs; songs for school assemblies; songs for KS2 end-of-year musical. Range of songs for accompanying using hand chimes, including songs based on a pentatonic scale.

Introduction to part singing.

Playing musical instruments; reading & notating music.

Pupils should be taught to play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression.

Use of a range of classroom percussion instruments to play solo or as an ensemble, or to accompany singing.

Whole class tuition: playing hand chime accompaniments.

Pupils should be taught to use and understand staff and other musical notations.

Revision of conventional rhythm notation incl. rests, time signatures etc.

Notating pitch on the treble stave.

Composing:

Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.

Creating musical accompaniments to be played on tuned percussion, including drones & ostinato patterns. Compositions may be notated and recorded using ICT, enabling playback, evaluation & improvement.

Listening & appraising:

Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory. They should have opportunities to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Opportunities to listen to live music (e.g. other children singing and/or playing instruments; visiting musicians) and recorded music from a range of times and cultures. Recorded music to include:

Examples of hand bell/hand chime playing.

Examples of other tuned percussion in recorded music.

Examples of music with a drone or ostinato, e.g. Ravel's Bolero; Pachelbel's Canon.

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Fine Art Skills 'Pupils should be taught to improve their mastery of art and design techniques, including drawing and painting with a range of materials. They should use sketch books to record their observations and use them to review and revisit ideas '

In Year 4 this means:

Positive + negative space

Showing shadows

Drawing spheres, cylinders and cubes

Blending colours

Improving composition by dividing a picture into thirds and placing the focus on an intersection

Creating depth by foreshortening - closest part of object biggest

Creating depth through colour - warm advance, cool recede

Knowing contrasting complementary colours

Media: 'Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design to improve their mastery of art and design techniques with a range of materials'

Y4 **In Year 4** this may include:

Mosaics

3D design for nightlights (DT)

Rotating patterns (ICT)

Straw/stick structure

Clay slab relief

Themes in Year 4 may include:-

Figures

Illustration from written description

History of Art 'Pupils should be taught about great artists, architects and designers in history.'

In Year 4 this may include:

Sculptors

Ancient Classical artists

Baroque + Rococo artists

