

Year 4 Unit of Learning – Autumn 1 Whole School Text: Alice in Wonderland

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| <h3>Values</h3> <p>Responsibility: Responsibility is being fair; doing my share of the work and taking care of myself and others. Respect: due regard for the feelings, wishes, or rights of others.</p> | <h3>Central Idea</h3> <p>Making balanced choices about daily routines enables people to have a healthy lifestyle. Fighting Fit</p> | <h3>Guiding Questions</h3> <p>What is a healthy lifestyle? How is health important? How do our choices affect our lives?</p> | |
| <h3>Computing NC Knowledge and Skills</h3> <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 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. Specific foci for unit: SEE Computing Curriculum Document Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spreadsheets</p> | <h3>Core Texts/ Visits</h3> <p>George's Marvellous Medicine, Non Fiction Suggested visit: Making pizza Frankie and Benny's O2, Dentist visit, The Cell (Queen Mary's University)</p> | <h3>Religious Education</h3> <p>Greenwich Windows on Faith Religious Education Greenwich Windows on Faith Buddhism 1 – Living as a Buddhist Unit 2 Key questions What is the importance of a temple or a Buddhist centre? Why do Buddhists have images of the Buddha? Key Concepts 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 The home shrine 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> | <h3>PHSE</h3> <p>Link to Values <i>I know the effects of my actions and try to see things from other people's points of view.</i> <i>I realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them.</i> <i>I know about jobs carried out by people I know.</i> <i>I know commonly available substances and drugs and the risks and effects these have on my body.</i> <i>I recognise the different risks in different situations and can decide how to behave responsibly and where to seek help.</i> <i>I know about jobs carried out by people I know.</i></p> |
| <h3>PE Knowledge and Skills</h3> <p>GYM Direction, Unit R</p> <p>SWIMMING</p> | <h3>Writing Genres</h3> <p>Coverage across the year: Fiction Narrative (stories) with focus on settings, characters and vivid language Playscripts (Shakespeare) Non-Fiction Newspaper reports Explanation Discussion/Argument text Information text</p> | <h3>Singing NC Knowledge and Skills</h3> <p>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>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> <i>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.</i></p> | |
| | <h3>French</h3> <p>Rigolo Unit 10 Ou vas-tu?</p> | <h3>Geography NC Knowledge and Skills</h3> <p>Distribution of food and natural resources 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>I know about different places and environments in the world and can compare them with each other</i></p> | |

Science NC Skills Working Scientifically

I can ask relevant questions and use different types of scientific enquiries to answer them
I can set up simple practical enquiries, comparative and fair tests
I can make systematic and careful observations and take accurate measurements using standard units, using a range of equipment,
I can gather, record, classify and present data in a variety of ways to help in answering questions
I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
I can identify differences, similarities or changes related to simple scientific ideas and processes
I can use straightforward scientific evidence to answer questions or to support my findings.

Science NC Knowledge and skills

Yr 3 Animals including humans

I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.

I might work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. I might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. I might research different food groups and how they keep us healthy and design meals based on what I find out.

Yr 4 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.

DT NC Knowledge and Skills - Food

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

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,

Evaluate

I can explore and evaluate a range of existing products
I can evaluate their ideas and products against design criteria

Refer to KS1 Progression in Design and Technology Skills

Year 4 Unit of Learning – Autumn 2

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| <p style="text-align: center;">Values</p> <p>Peace: Peace is when we get along; having positive thoughts for myself and others and it begins within each one of us. Tolerance: Tolerance is accepting myself and others, knowing we are all different and being understanding and open-minded.</p> | <p style="text-align: center;">Central Idea Exploration leads to discovery and develops new understandings. 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 NC Knowledge and Skills</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 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. Specific foci for unit: SEE Computing Curriculum Document Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spreadsheets</p> | <p style="text-align: center;">Core Texts/ Visits</p> <p style="text-align: center;">Suggested visit: The Royal Observatory, Planetarium session: Sun, Stars, Moon</p> | <p style="text-align: center;">Religious Education Greenwich Windows on Faith Sikhism 2: Belonging to the Sikh Community Unit 4</p> <p>Key Questions Why was Guru Gobind Singh important? What is the significance of the Amrit Ceremony?</p> <p>Key Concepts Guru Gobind Singh the last human Guru; celebration of Vaisakhi; established the Khalsa; the 5 Ks and Sikh names</p> <p>Belonging to the Community becoming a Khalsa Sikh; Amrit ceremony; Obligations accepted with Amrit</p> | <p style="text-align: center;">PHSE Link to Values</p> <p><i>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 know about jobs carried out by people I know. I recognise the different risks in different situations and can decide how to behave responsibly and where to seek help. I know about jobs carried out by people I know.</i></p> |
| <p style="text-align: center;">PE NC Knowledge and Skills</p> <p style="text-align: center;">GAMES Football, Unit 3</p> <p style="text-align: center;">SWIMMING</p> | <p style="text-align: center;">Writing Genres Coverage across the year:</p> <p style="text-align: center;">Fiction Narrative (stories) with focus on settings</p> <p style="text-align: center;">Non-Fiction Newspaper reports Explanation</p> | <p style="text-align: center;">Singing NC Knowledge and Skills</p> <p>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>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.</i></p> | <p style="text-align: center;">Music NC Knowledge and Skills</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 an understanding of the history of music. I can appreciate and understand a wide range of high-quality live and recorded music from different traditions, great musicians and composers <i>I compose and perform simple melodies and songs independently I use sound to create more abstract images I recognise and create repeated patterns I describe music using appropriate vocabulary I listen carefully with attention to detail 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></p> |
| | <p style="text-align: center;">French Rigolo Unit 8 Quelle heure est-il?</p> | | |

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| <p>Science NC Skills</p> <p>Working Scientifically</p> <p>I can ask relevant questions and use different types of scientific enquiries to answer them</p> <p>I can gather, record, classify and present data in a variety of ways to help in answering questions</p> <p>I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>I can identify differences, similarities or changes related to simple scientific ideas and processes</p> <p>I can use straightforward scientific evidence to answer questions or to support my findings.</p> | <p>Science NC Knowledge and skills</p> <p>Yr 5 Earth and Space</p> <p>I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>I can describe the movement of the Moon relative to the Earth</p> <p>I can describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>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><i>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).</i></p> | <p>Geography NC Knowledge and Skills</p> <p>Timezones, longitude and latitude and compass points</p> <p>Locational knowledge</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)</p> <p><i>I use technical vocabulary when sharing findings</i></p> <p><i>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</i></p> | <p>Art NC Knowledge and Skills – Digital Media</p> <p>I can create sketch books to record my observations and use them to review and revisit ideas</p> <p>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)</p> <p>I know about great artists, architects and designers in history.</p> <p>Key Skills</p> <p><i>Refer to Lower KS2 Progression in Art and Design Skills</i></p> |
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Year 4 Unit of Learning – Spring 1 – Whole School Painting – Whaam! Roy Lichtenstein

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| <h3>Values</h3> <p>Resilience: Resilience is strength, being able to overcome difficulties, and adapt to new situations. Honesty: Honesty is telling the truth, honesty is trust and honesty is being true to yourself and others</p> | <h3>Central Idea</h3> <p>Harnessing sources of power has enabled people to advance the world of technology. Rise of the Robots</p> | <h3>Guiding Questions</h3> <p>What is power? How has power advanced technology? How is power and technology limited?</p> | |
| <h4>Computing NC</h4> <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 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. Specific foci for unit: SEE Computing Curriculum Document Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spreadsheets</p> | <h3>Core Texts/ Visits</h3> <p style="text-align: center;">Tate Modern</p> <p style="text-align: center;">Iron Man, Non Fiction Suggested visit: Royal Institute Lecture: Building Circuits</p> | <h4>Religious Education Greenwich Windows on Faith</h4> <p>Hinduism: Gods and Beliefs Unit 4 Key Questions 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> | <h4>PHSE Link to Values</h4> <p><i>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.</i></p> |
| <h3>PE NC Knowledge and skills</h3> <p>GAMES Rounders, Unit 4</p> <p>SWIMMING</p> | <h4>Writing Genres</h4> <p>Coverage across the year:</p> <p style="text-align: center;">Fiction</p> <p>Narrative (stories) with focus on first person perspectives Recounts</p> <p style="text-align: center;">Non-Fiction</p> <p>Instructions Information text</p> | <h4>Singing NC knowledge and skills</h4> <p>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>I can sing songs from memory with accurate pitch, either in a group or alone; I can sing in tune ; 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 I can sing songs from memory with accurate pitch, either in a group or alone I combine sounds with movement and narrative</i></p> | |
| | <h4>French</h4> <p style="text-align: center;">Rigolo Unit 12 Le cirque</p> | <h4>Geography NC Knowledge and Skills</h4> <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>I know about different places and environments in the world and can compare them with each other I can explain mine and others views about environmental change</i></p> | |

Science NC Skills Working Scientifically

I can ask relevant questions and use different types of scientific enquiries to answer them
I can set up simple practical enquiries, comparative and fair tests
I can make systematic and careful observations and take accurate measurements using standard units, using a range of equipment,
I can gather, record, classify and present data in a variety of ways to help in answering questions
I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
I can identify differences, similarities or changes related to simple scientific ideas and processes
I can use straightforward scientific evidence to answer questions or to support my findings.

Science NC Knowledge and skills

Yr 4 Electricity

I can identify common appliances that run on electricity
I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
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
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
I can recognise some common conductors and insulators, and associate metals with being good conductors.

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.

Yr 3 Forces and Magnets

I can compare how things move on different surfaces
I notice that some forces need contact between two objects, but magnetic forces can act at a distance
I can observe how magnets attract or repel each other and attract some materials and not others
I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
I can describe magnets as having two poles
I can predict whether two magnets will attract or repel each other, depending on which poles are facing.

DT NC Knowledge and skills – Electricity

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

Make

I can select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing
I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

I can explore and evaluate a range of existing products
I can evaluate their ideas and products against design criteria

Technical knowledge

I can build structures, exploring how they can be made stronger, stiffer and more stable
I can explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.

Refer to KS1 Progression in Design and Technology Skills

Year 4 Unit of Learning – Spring 2

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| <p style="text-align: center;">Values</p> <p>Kindness: the quality of being friendly, generous, and considerate.</p> | <p style="text-align: center;">Central Idea</p> <p style="text-align: center;">People throughout the ages have sought to expand their horizons. Invaders and Settlers</p> | <p style="text-align: center;">Guiding Questions</p> <p style="text-align: center;">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;">Computing NC Knowledge and Skills</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 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;">Specific foci for unit: SEE Computing Curriculum Document</p> <p>Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spreadsheets</p> | <p style="text-align: center;">Whole School Film Project: The Maker</p> <p style="text-align: center;">Core Texts/ Visits</p> <p style="text-align: center;">Beowulf, Asterix and Thor Comics</p> <p style="text-align: center;">Suggested visit: Maritime Museum: Vikings</p> | | <p style="text-align: center;">Religious Education Greenwich Windows on Faith Judaism 1 – Festivals in the Jewish Year Unit 2</p> <p>Key Questions</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?</p> <p>Key Concepts</p> <p>Succoth Passover Purim</p> | <p style="text-align: center;">PHSE Link to Values</p> <p><i>I know the effects of my actions and try to see things from other people's points of view.</i> <i>I appreciate the range of national, religious and ethnic identities in the UK.</i> <i>I realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them.</i></p> |
| <p style="text-align: center;">PE NC Knowledge and Skills</p> <p style="text-align: center;">GYM Balance, unit P</p> <p style="text-align: center;">SWIMMING</p> | <p style="text-align: center;">Writing Genres</p> <p style="text-align: center;">Coverage across the year:</p> <p style="text-align: center;">Fiction</p> <p style="text-align: center;">Narrative (stories) Play scripts POETRY WEEK Poetry – Making pictures with words (similes, metaphors) Poetry – Form e.g. haiku, acrostic etc</p> <p style="text-align: center;">Non-Fiction</p> <p style="text-align: center;">Discussion/Argument text</p> | | <p style="text-align: center;">Singing NC Knowledge and Skills</p> <p>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>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> <i>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.</i></p> | |
| <p>Science NC Skills Working Scientifically</p> <p>I can ask relevant questions and use different types of scientific enquiries to answer them ; I can make systematic and careful observations I can gather, record, classify and present data in a variety of ways to help in answering questions ; I can record findings using simple scientific language, drawings, labelled diagrams, keys and tables ; I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ; I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions I can identify differences, similarities or changes related to simple scientific ideas and processes; I can use straightforward scientific evidence to answer questions or to support my findings.</p> <p>Teachers to plan a science investigation linked to The Vikings</p> | <p>Geography NC Knowledge and Skills Continents and Countries</p> <p>Locational knowledge I can locate the world's countries, using maps to focus on Europe (including the location of Russia)</p> <p>Human and physical geography 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</p> <p>Geographical skills and fieldwork I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><i>I use my knowledge to answer a range of geographical questions- including identifying, places using maps, atlases and globes.</i></p> | <p>History NC Knowledge and Skills Britain's settlement by Anglo-Saxons and Scots</p> <p><i>I know that the past is divided into different periods</i> <i>I am able to give some reasons for the main events and reasons for the changes within different periods</i> <i>I use sources of information in different ways to help me answer questions about the past</i></p> | <p style="text-align: center;">DT NC Knowledge and Skills – Structures (Refer to KS1 Progression in Design and Technology Skills)</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; 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 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 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</p> <p>Technical knowledge: I can apply understanding of how to strengthen, more complex structures I can understand and use mechanical systems in products 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 I can prepare and cook a variety of dishes using a range of cooking techniques</p> | |



I understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Year 4 Unit of Learning – Summer 1

| <p style="text-align: center;">Values</p> <p>Forgiveness: Forgiveness is healing, shows strength of character and liberates us from anger, fear and resentment.</p> <p>Trust: Trust is reliance on someone or something; it is to believe and to have confidence and certainty.</p> | <p style="text-align: center;">Central Idea</p> <p style="text-align: center;">Over time, living things need to adapt to survive.</p> <p style="text-align: center;">Endangered Environments</p> | <p style="text-align: center;">Guiding Questions</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> | |
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| <p>Computing NC Knowledge and skills</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 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;">Specific foci for unit: SEE Computing Curriculum Document</p> <p>Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spreadsheets</p> | <p style="text-align: center;">Core Texts/ Visits</p> <p style="text-align: center;">Whole School Text: Hansel and Gretel</p> <p style="text-align: center;">Suggested visit: London Zoo Kew Gardens Oxleas Woods</p> | <p>Unit: Where did the world begin?</p> | <p style="text-align: center;">PHSE</p> <p style="text-align: center;">Link to Values</p> <p><i>I know the effects of my actions and try to see things from other people's points of view.</i> <i>I realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them.</i> <i>I know about jobs carried out by people I know.</i> <i>I recognise the different risks in different situations and can decide how to behave responsibly and where to seek help.</i> <i>I know about jobs carried out by people I know.</i></p> |
| <p style="text-align: center;">PE NC Knowledge and skills</p> <p>DANCE Lind hop, jitterbug, Unit 1</p> <p>SWIMMING</p> | <p style="text-align: center;">Writing Genres</p> <p style="text-align: center;">Coverage across the year:</p> <p style="text-align: center;">Fiction Narrative (stories) Viewpoint letters</p> <p style="text-align: center;">Non-Fiction Newspaper reports Discussion/Argument text</p> | | <p style="text-align: center;">Singing NC knowledge and skills</p> <p>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>I can sing songs from memory with accurate pitch, either in a group or alone; I can sing in tune ;</i> <i>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</i> <i>I can sing songs from memory with accurate pitch, either in a group or alone</i> <i>I combine sounds with movement and narrative</i></p> |
| | <p style="text-align: center;">French</p> <p style="text-align: center;">Rigolo Unit 7 Encore!</p> | | |

Science NC Skills Working Scientifically

I can ask relevant questions and use different types of scientific enquiries to answer them
I can make systematic and careful observations
I can gather, record, classify and present data in a variety of ways to help in answering questions
I can record findings using simple scientific language, drawings, labelled diagrams, keys and tables
I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
I can identify differences, similarities or changes related to simple scientific ideas and processes
I can use straightforward scientific evidence to answer questions or to support my findings.

Science NC Knowledge and skills Yr 4 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.

Geography NC Knowledge and skills Different environments, biomes and vegetation belts

Location Knowledge

I can locate the world's countries, concentrating on their environmental regions

Human and Physical Geography

I can describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts

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

Art NC Knowledge and skills – Painting and Colour; 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, charcoal, paint, clay)
I know about great artists, architects and designers in history.

Key Skills

*Refer to Lower KS2 Progression in Art and Design Skills
Lancs*

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

Year 4 Unit of Learning – Summer 2 – Whole School Visit: Tower Bridge

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|---|--|--|---|
| <p align="center">Values</p> <p>Cooperation: Cooperation is helping one another; working together with patience and a collective effort to reach a goal.</p> | <p align="center">Central Idea</p> <p align="center">New understandings about the world lead to changes in cultures and societies.</p> <p align="center">The Golden Age</p> | <p align="center">Guiding Questions</p> <p 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 align="center">Computing NC Knowledge and Skills</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 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 align="center">Specific foci for unit: SEE Computing Curriculum Document</p> <p>Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spreadsheets</p> | <p align="center">Core Texts/ Visits</p> <p align="center">The Tempest</p> <p align="center">Suggested visit:</p> <p 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 align="center">Religious Education</p> <p align="center">Greenwich Windows on Faith</p> <p align="center">Islam Part 2: Unit 3 – Ramadan and Id ul Fitr</p> <p>Key Questions</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? Sawm</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.</p> <p>Id ul Fitr</p> <p>Celebration of keeping the fast at its end. Zakat al Fitr (charity at Id.)</p> | <p align="center">PHSE</p> <p align="center">Link to Values</p> <p><i>I know the effects of my actions and try to see things from other people's points of view.</i> <i>I realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them.</i> <i>I know about jobs carried out by people I know.</i></p> |
| <p align="center">PE NC Knowledge and Skills</p> <p>ATHLETICS</p> <p>Skills and techniques, Unit 1</p> <p>SWIMMING</p> | <p align="center">Writing Genres</p> <p>Coverage across the year:</p> <p align="center">Fiction</p> <p>Narrative (stories) Short stories Playscripts</p> <p align="center">Non-Fiction</p> <p>Information text</p> | <p align="center">Singing NC knowledge and skills</p> <p>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</p> <p><i>I can sing songs from memory with accurate pitch, either in a group or alone; I can sing in tune ;</i> <i>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</i> <i>I can sing songs from memory with accurate pitch, either in a group or alone</i> <i>I combine sounds with movement and narrative</i></p> | <p align="center">Music NC Knowledge and skills</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 an understanding of the history of music I can appreciate and understand a wide range of high-quality live and recorded music from different traditions, great musicians and composers <i>I compose and perform simple melodies and songs; I use sound to create more abstract images;</i> <i>I recognise and create repeated patterns; I describe music using appropriate vocabulary; I listen carefully with attention to detail</i> <i>I carefully choose order, combine and control sounds with awareness of their combined effect</i> <i>I listen to several layers of sound and talk about the combined effect</i> <i>I make up singing games with words, actions and a sense of pulse, and teach them to other children</i> <i>I create simple accompaniments for my tunes, using drones or melodic ostinati based on a pentatonic scale</i></p> |
| | <p align="center">French</p> <p align="center">Rigolo Unit 11 On mange!</p> | | |

Science NC Skills Working Scientifically

I can ask relevant questions and use different types of scientific enquiries to answer them
I can set up simple practical enquiries, comparative and fair tests
I can make systematic and careful observations and take accurate measurements using standard units, using a range of equipment,
I can gather, record, classify and present data in a variety of ways to help in answering questions
I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
I can identify differences, similarities or changes related to simple scientific ideas and processes
I can use straightforward scientific evidence to answer questions or to support my findings.

Teachers to plan a science investigation linked to Invaders and Settlers

History NC Knowledge and Skills

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**.

The Tudors (e.g. The Globe, Queen's House, Golden Hind, Tower of London etc – all linked to Tudors?)

Geography NC Knowledge and Skills

Geographical skills and fieldwork

I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
I can use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world

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.

Art NC Knowledge and Skills – Textiles

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.

Key Skills

Refer to Lower KS2 Progression in Art and Design Skills

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