

Year 4 Unit of Learning – Autumn 1 **Whole school project - BANKSY**

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| <p align="center">Values</p> <p>Responsibility: Responsibility is being fair; doing my share of the work and taking care of myself and others.</p> <p>Respect: due regard for the feelings, wishes, or rights of others.</p> | <p align="center">Central Idea</p> <p>Over time, living things need to adapt to survive.</p> <p align="center">Endangered Environments</p> | <p align="center">Guiding Questions</p> <p>What is similar or different about living things? How are they adapted to their environment? Who will survive?</p> | |
| <p align="center">Computing</p> <p><u>Digital Learning and Online Safety</u> 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">Core Texts/ Visits</p> <p>The Butterfly Lion, The Rainforest, National trust: How to help a Hedgehog and protect a Polar Bear</p> <p align="center">Suggested visit: Royal Institute Lecture Building</p> | <p align="center">Religious Education Greenwich Windows on Faith Buddhism 1 – Living as a Buddhist Unit</p> <p>Key questions What is the importance of a temple or a Buddhist centre? Why do Buddhists have images of the Buddha?</p> <p>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</p> <p>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</p> | <p align="center">RHE Link to values</p> <p>Health and wellbeing Self-esteem: self-worth; personal qualities; goal setting; managing set backs</p> <p>Key Question: What strengths, skills and interests do we have?</p> <ul style="list-style-type: none"> • how to recognise personal qualities and individuality • to develop self-worth by identifying positive things about themselves and their achievements • how their personal attributes, strengths, skills and interests contribute to their self-esteem • how to set goals for themselves <ul style="list-style-type: none"> - how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking <p>No Outsiders 4.1 Key learning - To help some accept difference</p> |
| <p align="center">PE</p> <p align="center">Games – invasion</p> <p>Movement Apply movement skills and speed in games based activities to dodge, find space, mark, and intercept in defence and attack.</p> <p align="center">OOA/ teambuilding</p> <p>Cognitive</p> | <p align="center">Writing Genres Coverage across the year:</p> <p align="center">Fiction Narrative (stories) with focus on settings, characters and vivid language Playscripts (Shakespeare)</p> <p align="center">Non-Fiction Newspaper reports Explanation Discussion/Argument text Information text</p> | | |

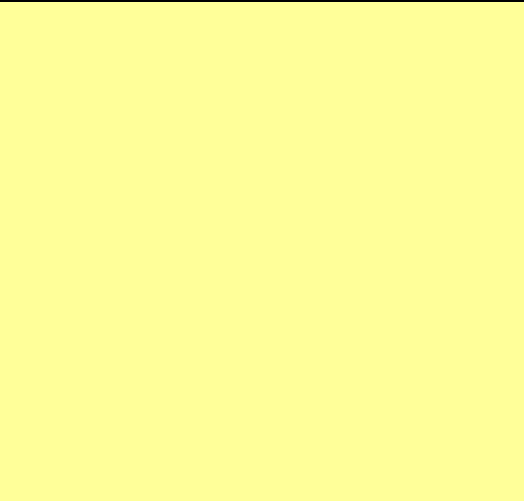
Demonstrate game specific rules and follow these whilst playing consistently.
 Identify game area and know the markings on the pitch/court.
 Demonstrate attacking and defending and discuss tactics in small sided games understanding that tactics can be used to your advantage.
 Able to comment on their own performance commenting on why they made certain decisions.
 Children are able to give feedback to peers commenting on the performance and relating to the success criteria.

Social

Children can work collaboratively in groups, listening to ideas from others in order to find the best solutions.
 Children are able to make a range of decisions whilst participating in physical activity and realise their choices will effect team members and opposition.
 They demonstrate good sportsmanship when competing and can show values needed to be an effective member of a team.

Health

Children explain and apply basic safety principles whilst preparing for exercise.
 They describe basic effects exercise has on their bodies, and how it is valuable to their fitness and health and mental wellbeing.



French

Revision

To give a simple descriptions/ phrases for greetings, feelings and numbers

- To ask and answer questions
- To speak in sentences, using familiar vocabulary
- To write phrases from memory
- To develop accurate pronunciation and intonation of a wider range of taught words and phrases
- To read and show understanding of words and simple phrases
- To develop an ability to understand new words, including through use of a dictionary
- To describe people and familiar objects orally and in writing

values of wisdom and compassion

Suggested Text: Along came a Different by Tom McLaughlin

Music

Elements

- To recognise the difference between the 4 count and the 3 count
- To increase musical vocabulary
- To recognise the 3-line stave and name simple notes (quaver, crotchet, minim)
- To recognise musical alphabet (match particular note to position on the stave using a 3 line stave, G A B C D)
- To identify a wider range of orchestral instruments

Art- Painting and Colour; Monet

Know that Monet painted pictures of landscapes on a range of different sized canvasses. That his work lacked detail but rather created an, 'impression.'

I can 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.

Science 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**All living things and their habitats**

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**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

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.</p> <p>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</p> <p style="text-align: center;">New understandings about the world lead to changes in cultures and societies.</p> <p style="text-align: center;">The Golden Age</p> | <p style="text-align: center;">Guiding Questions</p> <p style="text-align: center;">What was a good life for a Tudor? How did the Tudors find out about the world? How do new discoveries impact on society today?</p> | |
| <p style="text-align: center;">Computing</p> <p><u>Digital Learning and Online Safety</u> 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><u>Coding</u> I can design and write programs that accomplish specific goals. I can design a simple program using drag and drop systems. I can control a range of variables and forms of input and output</p> | <p style="text-align: center;">Core Texts/ Visits</p> <p style="text-align: center;">Banksy</p> <p style="text-align: center;">The Tempest Macbeth, Horrible Histories, the Time Travelling Cat and the Tudor treasure. William Shakespeare – Scenes from the life of the worlds greatest writer.</p> <p style="text-align: center;">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 style="text-align: center;">Religious Education Greenwich Windows on Faith</p> <p>Sikhism 2: Belonging to the Sikh Community Unit 4 Key Questions Why was Guru Gobind Singh important? What is the significance of the Amrit Ceremony? Key Concepts Guru Gobind Singh the last human Guru; celebration of Vaisakhi; established the Khalsa; the 5 Ks and Sikh names Belonging to the Community becoming a Khalsa Sikh; Amrit ceremony; Obligations accepted with Amrit</p> | <p style="text-align: center;">RHE Link to values</p> <p>Relationships Respect for self and others; courteous behaviour; safety; human rights</p> <p>Key Question: How do we treat each other with respect?</p> <ul style="list-style-type: none"> • how people's behaviour affects themselves and others, including online <p>how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns To develop strategies to resolve disputes</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) with focus on settings</p> <p style="text-align: center;">Non-Fiction</p> <p style="text-align: center;">Newspaper reports</p> | | | |

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| | Explanation | | <p>and conflict through negotiation and appropriate compromise and give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p>To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media.</p> <p>To consider the role and responsibility of people who witness bullying behaviour.</p> <ul style="list-style-type: none">• about the relationship between rights and responsibilities the rights that children have and why it is important to protect these <p>about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out</p> |
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| | | | <p>about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)</p> <ul style="list-style-type: none">• that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination <p>To understand what a disability is. To have an understanding of difference. To understand that words can hurt others. To introduce the idea of non-inclusive language. To recognise and challenge stereotypes</p> <p>No Outsiders 4.2 Key learning - To choose when to be assertive Suggested Text: Dogs Don't Do Ballet by Anna Kemp and Sarah Oglivie</p> |
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| <p style="text-align: center;">PE</p> <p style="text-align: center;">Games/ Net and Wall</p> <p>Movement/Agility: Children move confidently in different direction and speeds. Can use techniques to dodge and avoid opposition. Identify movement and game specific skills in mini-game scenarios (3v1, 4v1) and apply agility and spacial awareness in order to find space. Can move into space and signal or communicate for the ball to retain possession during small side games</p> <p>Ball Skills: Develop game specific skills- passing, control, dribbling, shooting, tackling etc. Demonstrate control when dribbling, passing and receiving. Apply techniques of sending objects with accuracy through throwing, rolling and striking and explore applying these in games based activities. Show coordination when controlling, throwing and catching in contrasting scenarios.</p> <p>Striking/ Net and Wall Games Identify the correct grip to hold bat/racquet. Strike a ball with reasonable control and accuracy at a target or over a net with a partner. Hitting the ball from a static passive environment and can identify techniques to develop basic strokes. =</p> | <p style="text-align: center;">French</p> <p style="text-align: center;">Months and seasons,</p> <p>To ask and answer questions To speak in sentences, using familiar vocabulary To write phrases from memory To develop accurate pronunciation and intonation of a wider range of taught words and phrases To read and show understanding of words and simple phrases To develop an ability to understand new words, including through use of a dictionary To describe people and familiar objects orally and in writing</p> | <p style="text-align: center;">Music</p> <p style="text-align: center;">Performance</p> <ul style="list-style-type: none"> To sing increasingly complex melodies To perform with expression and within a style appropriate to the situation eg. Class assembly, whole school concert To be able to perform successfully and use self-assessment and peer assessment <p>To persevere and recognise the importance of practice</p> |
| | <p style="text-align: center;">DT</p> <p style="text-align: center;">– Structures</p> <p>Understand how to strengthen, stiffen and reinforce structures and can begin to apply that to more complex structures.</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</p> | |

I can understand and use electrical systems in products,
I can apply my understanding of computing to
programme, monitor and control products.

Science 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.

Sound –

I can identify how sounds are made, associating some of them with something vibrating
I can recognise that vibrations from sounds travel through a medium to the ear
I can find patterns between the pitch of a sound and features of the object that produced it
I can find patterns between the volume of a sound and the strength of the vibrations that produced it
I can recognise that sounds get fainter as the distance from the sound source increases.

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**.

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

Art– Textiles

Select from a range of different textiles and use techniques in cutting, sewing and weaving to convey my ideas through 2D, relief and 3D forms.

Further develop skills in stitching, cutting and joining- use different grades of needles and thread.

I can 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.

Year 4 Unit of Learning – Spring 1 **Whole School Trip - PPMCC**

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| <p style="text-align: center;">Values</p> <p>Resilience: Resilience is strength, being able to overcome difficulties, and adapt to new situations.</p> <p>Honesty: Honesty is telling the truth, honesty is trust and honesty is being true to yourself and others</p> | <p style="text-align: center;">Central Idea</p> <p>Travel and exploration leads to discovery and develops new understandings.</p> <p style="text-align: center;">The Unsinkable Titanic</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>Computing</p> <p><u>Coding</u> I understand variables change the outcomes of a system. I can design a program to stimulate a physical system. (MicroBit:) I can use sequence and selection in programs.</p> <p><u>Digital Learning and Online Safety</u> 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;">Core Texts/ Visits The Titanic</p> <p style="text-align: center;">Suggested visit: Prince Phillip Maritime Collection Centre</p> | <p>Religious Education Greenwich Windows on Faith</p> <p>Judaism 1 – Festivals in the Jewish Year Unit 2</p> <p>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?</p> <p>Key Concepts Succoth Passover Purim</p> | <p style="text-align: center;">RHE Link to values</p> <p>Health and wellbeing Feelings and emotions; expression of feelings; behaviour Key Question: How can we manage our feelings?</p> <ul style="list-style-type: none"> • What positively and negatively affects their physical, mental, and emotional health. • how everyday things can affect feelings <ul style="list-style-type: none"> - how feelings change over time and can be experienced at different levels of intensity • the importance of expressing feelings and how they can be expressed in different ways <ul style="list-style-type: none"> - To feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view. • how to respond proportionately to, and manage, feelings in different circumstances <ul style="list-style-type: none"> - ways of managing feelings at times of loss, grief and |
| <p style="text-align: center;">Writing Genres 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> | | | |

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| | | | <p>change</p> <ul style="list-style-type: none"> - how to access advice and support to help manage their own or others' feelings • To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities. <p>No Outsiders 4.3 Key learning - To be proud of who I am Suggested Text: Red: A Crayon Story by Michael Hall</p> |
| <p style="text-align: center;">PE</p> <p style="text-align: center;">Gymnastics</p> <p>Shapes Demonstrate key shapes in gymnastics and use these to link movements with jumps, balances and travels, working with apparatus. Understand what it is when your body is relaxed and tense.</p> <p>Traveling Move in different ways, adjusting heights, speeds and pathways whilst travelling with awareness around apparatus and others. Including leaps and rolls travelling away and towards apparatus.</p> <p>Jumps Master basic jumps in gymnastic from floor and apparatus. Work in groups to copy and repeat jumps. Start to include my technically challenging jumps in routines.</p> <p>Balances Work with partners in order to create counterbalances. Demonstrate strength and flexibility whilst performing.</p> <p>Routines: Link gymnastic movements with fluency, producing routines that include jumps, balances and travels both individually, with others and variety of apparatus.</p> | <p style="text-align: center;">French</p> <p style="text-align: center;">Weather</p> <p>To describe the weather using simple phrases e.g. Il fait froid</p> <p><i>To ask and answer questions</i> <i>To speak in sentences, using familiar vocabulary</i> <i>To write phrases from memory</i> <i>To develop accurate pronunciation and intonation of a wider range of taught words and phrases</i> <i>To read and show understanding of words and simple phrases</i> <i>To develop an ability to understand new words, including through use of a dictionary</i></p> | <p style="text-align: center;">Music</p> <p style="text-align: center;">History</p> <ul style="list-style-type: none"> • To recognise how music of the past has influenced modern day culture • To identify particular works eg. Composer of the week • To understand and recognise well known classical pieces • To critically evaluate different pieces from different genres of music, giving reasons for opinions • To listen and comment on different voices (tones). To distinguish between different types of singing eg. Classical, opera, pop, rap | |

Movement (dance)

Body:

Respond imaginatively to different stimuli.

Use a variety of stimuli to create longer and more detailed dance phrases.

Create characters and narrative through gesture and movement.

Respond to music from different times, places and cultures through movement

Action:

Develop knowledge of a range of traditional, social and creative dance.

Choose appropriate movements to express the idea, mood and feeling of a dance.

Space:

Develop, remember, repeat and link a range of body actions & movement patterns with coordination.

Use different levels in movement including high, middle and low.

Time:

Use dynamic, rhythmic and expressive qualities clearly and with control.

Respond to rhythm, pulse and tempo with more accuracy.

Energy:

Perform dances fluently and clearly with precise movements.

Social:

Work independently, with a partner & in small groups to compose, perform, remember & repeat dance sequences.

Work independently, in pairs and small groups to perform, remember, repeat and refine a dance with a given structure

Respond to music from different times, places and cultures through movement

Cognitive:

Respond, suggest & make improvements appropriate to their own and others performance

Health:

To describe people and familiar objects orally and in writing

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| Understand the importance of warming up and cooling down. Devise and perform own warm up and cool down activities. | | | |
| Science Skills Working Scientifically I can ask relevant questions and use different types of scientific enquiries to answer them 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 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 States of Matter I can compare and group materials together, according to whether they are solids, liquids or gases I can observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | Geography Timezones, longitude and latitude and compass points 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>I use technical vocabulary when sharing findings</i> <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> | ART- Drawing - portraits Explore drawing for different purposes. In sketch pads, show a range of techniques which demonstrate increased control, co-ordination and refinement of skills. Can use coloured pencils to shade, blend, hatch and cross hatch to give 3D effect. Introduce positive and negative shapes and awareness of whole composition- Use a viewfinder to crop / select composition. |

Year 4 Unit of Learning – Spring 2

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| Values Kindness: the quality of being friendly, generous, and considerate. Forgiveness: Forgiveness is healing, shows strength of character and liberates us from anger, fear and resentment. | Central Idea People throughout the ages have sought to expand their horizons. Invaders and Settlers | Guiding Questions Why do people migrate? How have people been able to expand across the globe? What challenges do settlers face? |
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| <p style="text-align: center;">Computing</p> <p><u>Coding</u> I can decompose large programs to spot errors. (within a game) I can explain bugs and errors using logical reasoning. I can debug a more complex algorithm.</p> <p><u>Digital Learning and Online Safety</u> 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;">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, Max and the Millions, A world of cities, The Journey</p> <p style="text-align: center;">Suggested visit: Residential - TBC</p> | <p style="text-align: center;">Religious Education Greenwich Windows on Faith</p> <p style="text-align: center;">UNIT: Where did the world begin?</p> | <p style="text-align: center;">RHE Link to values</p> <p>Health and wellbeing Growing and changing; Puberty</p> <p>Key Question: How will we grow and change?</p> <ul style="list-style-type: none"> • <i>To identify basic fact about puberty and how bodies change during puberty, including wet dreams</i> <ul style="list-style-type: none"> - <i>how puberty can affect emotions and feelings</i> - <i>how personal hygiene routines change during puberty</i> <ul style="list-style-type: none"> ▪ That bacteria and viruses can affect health and that following simple routines can reduce their spread - <i>how to ask for advice and support about growing and changing and puberty</i> - <i>To explore the human lifecycle and how puberty is linked to reproduction</i> • To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet. • Understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy. <ul style="list-style-type: none"> - The concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. • <i>To explore and respect a range of relationships</i> |
| <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> | | | |

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| | | | <p>- <i>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</i></p> <p>No Outsiders 4.4 Key learning - To Find Common Ground Suggested Text: Aalfred and Aalbert by Morag Hood</p> |
| <p style="text-align: center;">PE Gymnastics</p> <p>Shapes Demonstrate key shapes in gymnastics and use these to link movements with jumps, balances and travels, working with apparatus. Understand what it is when your body is relaxed and tense.</p> <p>Traveling Move in different ways, adjusting heights, speeds and pathways whilst travelling with awareness around apparatus and others. Including leaps and rolls travelling away and towards apparatus.</p> <p>Jumps Master basic jumps in gymnastic from floor and apparatus. Work in groups to copy and repeat jumps. Start to include my technically challenging jumps in routines.</p> <p>Balances Work with partners in order to create counterbalances. Demonstrate strength and flexibility whilst performing.</p> <p>Routines: Link gymnastic movements with fluency, producing routines that include jumps, balances and travels both individually, with others and variety of apparatus.</p> <p style="text-align: center;">Movement (dance)</p> <p>Body: Respond imaginatively to different stimuli. Use a variety of stimuli to create longer and more detailed dance phrases. Create characters and narrative through gesture and movement.</p> | <p style="text-align: center;">French</p> <p>To name and locate the main Francophone countries and French cities on a map</p> <p><i>To ask and answer questions</i> <i>To speak in sentences, using familiar vocabulary</i> <i>To write phrases from memory</i> <i>To develop accurate pronunciation and intonation of a wider range of taught words and phrases</i> <i>To read and show understanding of words and simple phrases</i> <i>To develop an ability to understand new words, including through use of a dictionary</i> <i>To describe people and familiar objects orally and in writing</i></p> | <p style="text-align: center;">Music</p> <p style="text-align: center;">History</p> <ul style="list-style-type: none"> • To recognise how music of the past has influenced modern day culture • To identify particular works eg. Composer of the week • To understand and recognise well known classical pieces • To critically evaluate different pieces from different genres of music, giving reasons for opinions • To listen and comment on different voices (tones). <p>To distinguish between different types of singing eg. Classical, opera, pop, rap</p> | |

Respond to music from different times, places and cultures through movement

Action:
Develop knowledge of a range of traditional, social and creative dance.
Choose appropriate movements to express the idea, mood and feeling of a dance.

Space:
Develop, remember, repeat and link a range of body actions & movement patterns with coordination.
Use different levels in movement including high, middle and low.

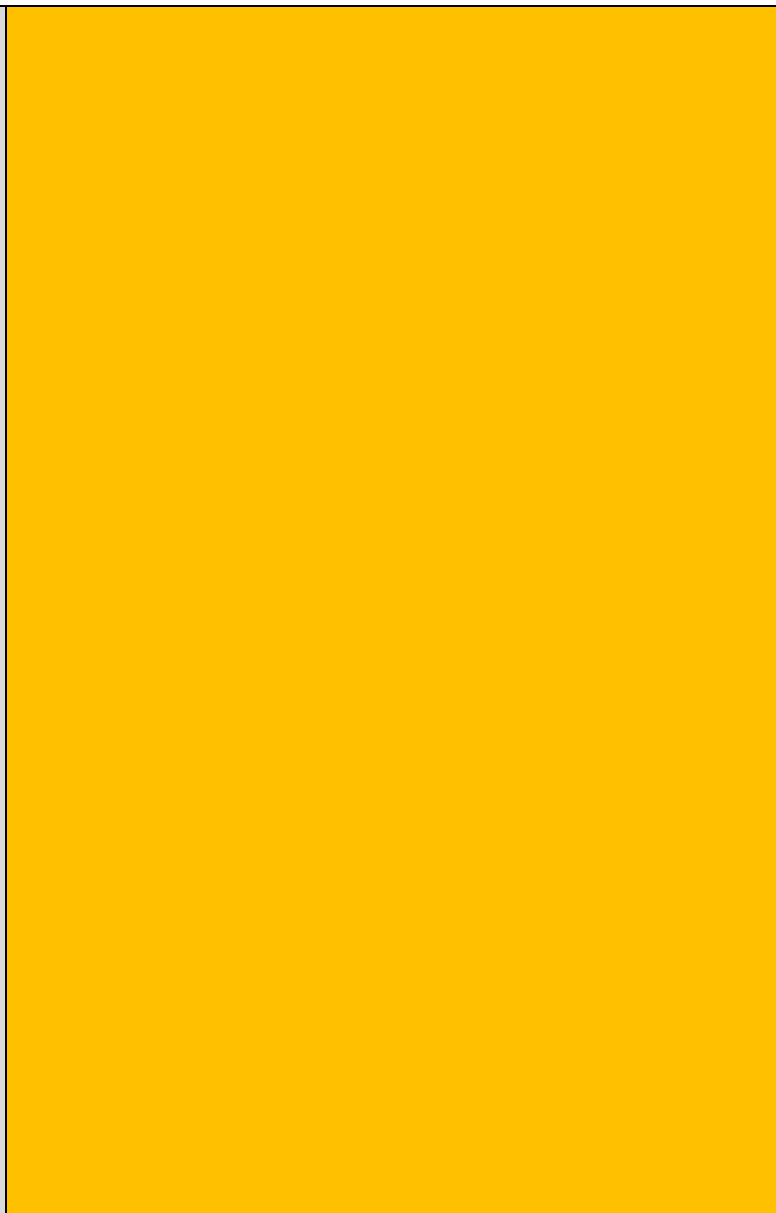
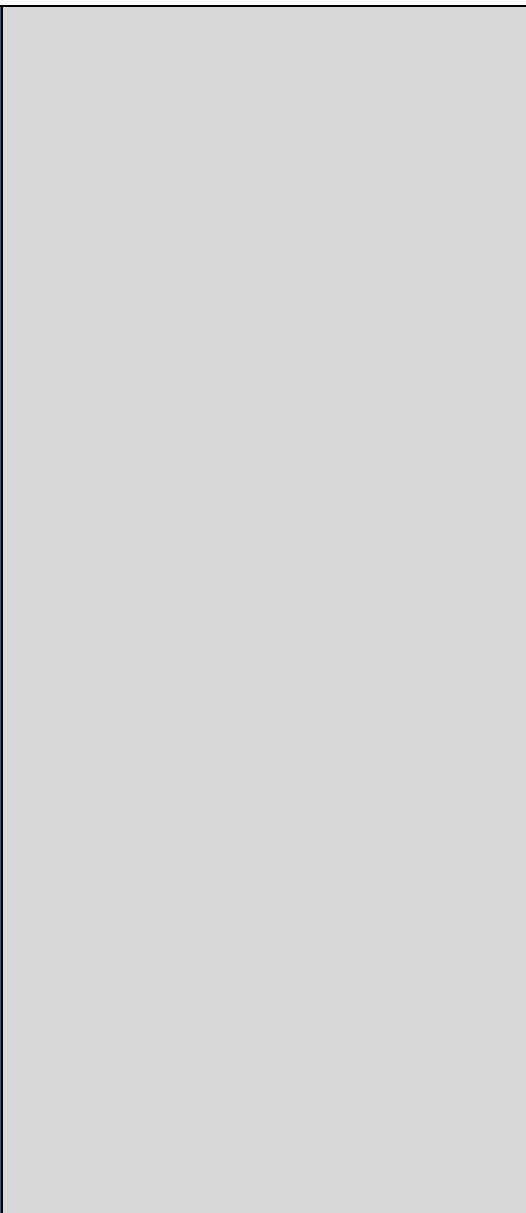
Time:
Use dynamic, rhythmic and expressive qualities clearly and with control.
Respond to rhythm, pulse and tempo with more accuracy.

Energy:
Perform dances fluently and clearly with precise movements.

Social:
Work independently, with a partner & in small groups to compose, perform, remember & repeat dance sequences.
Work independently, in pairs and small groups to perform, remember, repeat and refine a dance with a given structure
Respond to music from different times, places and cultures through movement

Cognitive:
Respond, suggest & make improvements appropriate to their own and others performance

Health:
Understand the importance of warming up and cooling down.
Devise and perform own warm up and cool down activities.



Science Skills Working
Scientifically I can ask relevant questions and use different types of scientific enquiries to answer them

Science
Yr 4 Animals including humans
I can describe the simple functions of the basic parts

Art– Textiles - Ringgold
TEXTILES- Select from a range of different textiles and use techniques in cutting, sewing

Geography
Continents and Countries
Locational knowledge

History
Britain's settlement by Anglo-Saxons and Scots

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| <p>I can set up simple practical enquiries, comparative and fair tests</p> <p>I can make systematic and careful observations and take accurate measurements using standard units, using a range of equipment,</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 report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</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>of the digestive system in humans</p> <p>I can identify the different types of teeth in humans and their simple functions</p> <p>I can construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p><i>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.</i></p> | <p>and weaving to convey ideas through 2D, relief and 3D forms.</p> <p><u>TEXTILES</u>- Can thread and use needles, tie secure knots and use a range of different stitches.</p> <p>Develop skills in stitching, cutting and joining- use different grades of needles and thread. (Ringgold)</p> <p>I can 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>I can locate the world's countries, using maps to focus on Europe (including the location of Russia)</p> <p>I can use compass points</p> <p>Human and physical geography</p> <p>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</p> <p>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><i>I know that the past is divided into different periods</i></p> <p><i>I am able to give some reasons for the main events and reasons for the changes within different periods</i></p> <p><i>I use sources of information in different ways to help me answer questions about the past</i></p> |
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Year 4 Unit of Learning – Summer 1

| Values | Central Idea | Guiding Questions | |
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| <p>Trust: Trust is reliance on someone or something; it is to believe and to have confidence and certainty.</p> | <p>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;">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><u>Digital Learning and Online Safety</u> 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;">Core Texts/ Visits Oliver Twist George's Marvellous Medicine, Survivors – David Long</p> <p style="text-align: center;">Suggested visit: Making pizza Frankie and Benny's O2, Dentist visit, The Cell (Queen Mary's University)</p> | <p style="text-align: center;">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</p> | <p style="text-align: center;">RHE Link to values</p> <p>Living in the wider world Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions</p> <p>Key Question: How can our choices make a difference to others and the environment?</p> <ul style="list-style-type: none"> • how people have a shared responsibility to help protect the world around them <ul style="list-style-type: none"> - how everyday choices can affect the environment - how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) - how to show care and concern for others (people and animals) |
| | <p style="text-align: center;">Writing Genres Coverage across the year:</p> <p style="text-align: center;">Fiction 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 Discussion/Argument text</p> | | |

- how to carry out personal responsibilities in a caring and compassionate way
- To think about the lives of people living in other places, and people with different values and customs.
- Realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk
- Listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view
 - the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues

No Outsiders 4.5

Key learning - To look after my mental health

Suggested Text: When Sadness comes To Call by Eva Eland

| PE | French | Music |
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| <p style="text-align: center;">Athletics</p> <p>Running Responds rapidly to variable stimulus. Accelerates quickly from a variety of static positions. Walks with knee up, toe up action and relaxed sockets to pockets arm action and Walks/Runs steady for up to 2-3 minutes. They identify pacing and explore different running distances – realising they cannot sprint the whole time and that pacing is vital in longer distance races.</p> <p>Throwing Demonstrates a standing two handed overarm throw, stepping into the throw and generate power and distance. Demonstrates a standing single handed overarm ‘Tennis Ball Throw’, taking strides and showing good techniques.</p> <p>Jumping Moves body parts in an effective order to aid jumping distance and efficiency from standing position (2 feet to 2 feet), demonstrates control and balance on landing and can use a short run up to jump from one foot to two feet and can identify preferred take-off leg.</p> <p style="text-align: center;">Games – Striking and Fielding</p> <p>Movement Apply movement skills and speed in games based activities to dodge, find space, mark, and intercept in defence and attack.</p> <p>Ball Skills Demonstrate game specific skills- passing, dribbling, shooting, etc and start to apply against opposition in games scenarios. Use a range of techniques to pass and travel with a ball. Vary the way children send and object through different types of passes e.g. bounce pass, chest pass, overhead pass, kicking and hitting.</p> <p>Striking/Net and Wall Games Demonstrate the correct grip to strike the ball and is hitting consistently in passive environments Can identify what strokes should be performed in deifferent situations. (back hand, forehand)</p> | <p>To name common food items</p> <p>To ask and respond to the price of different food items</p> <p><i>To ask and answer questions</i> <i>To speak in sentences, using familiar vocabulary</i> <i>To write phrases from memory</i> <i>To develop accurate pronunciation and intonation of a wider range of taught words and phrases</i> <i>To read and show understanding of words and simple phrases</i> <i>To develop an ability to understand new words, including through use of a dictionary</i> <i>To describe people and familiar objects orally and in writing</i></p> | <p style="text-align: center;">Composition</p> <ul style="list-style-type: none"> • To recognise the effect of a rest in music and how to use silence effectively. • To recognise layered ostinato • To compose call and response with other children • To define melodic ostinato • To define pentatonic scale of C and recognise which notes to use (C D E G A) • To compose/improvise melodic ostinato and rhythmic ostinato • To compose/improvise pentatonic melodies • To improvise with purpose and within a specific range (eg. Specific section of the keyboard) • To perform with expression and within a style appropriate to the situation eg. Class assembly, whole school concert • To be able to perform successfully and use self-assessment and peer assessment <p>To persevere and recognise the importance of practice</p> |

Explore batting by striking a static ball and progressing to bouncing/ bowled balls.

Science 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 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.

Geography
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 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*

History
Changes in an aspect of local social history
Describe changes in the local history.
Begin to understand how a period of time can change and the effect of these changes.
Begin to look for cause and consequences and offer reasonable explanations.

DT- Food
Understand the basic principles of a healthy and varied diet.
Know ingredients can be grown, and what seasonality is.
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
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
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
I understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Year 4 Unit of Learning – Summer 2 Whole School Project – Commonwealth

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| <p style="text-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 style="text-align: center;">Central Idea</p> <p>Harnessing sources of power has enabled people to advance the world of technology.</p> <p style="text-align: center;">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><u>Digital Learning and Online Safety</u> 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;">Core Texts/ Visits</p> <p style="text-align: center;">Iron Man, Operation Gadgetman, Runaway Robot Non Fiction</p> <p style="text-align: center;">Suggested visit:</p> <p style="text-align: center;">Science Museum</p> | <p style="text-align: center;">Religious Education Greenwich Windows on Faith</p> <p style="text-align: center;">Hinduism: Gods and Beliefs Unit 4</p> <p style="text-align: center;">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</p> | <p style="text-align: center;">RHE Link to values</p> <p style="text-align: center;">Health and wellbeing Keeping safe; out and about; recognising and managing risk Key Question: How can we manage risk in different places?</p> <ul style="list-style-type: none"> • how to recognise, predict, assess and manage risk in different situations • how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) • that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a |
| <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) with focus on first person perspectives Recounts</p> <p style="text-align: center;">Non-Fiction Instructions Information text</p> | | | |

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| | | <p>the universe and the endless cycle of creation, preservation and destruction Birth of Krishna (Janmashtami) Stories: The Birth of Krishna, Krishna and Sudhama (charity at Id.)</p> | <p>situation that is anti-social or against the law</p> <ul style="list-style-type: none"> • how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence • how people's online actions can impact on other people <ul style="list-style-type: none"> - how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online - how to report concerns, including about inappropriate online content and contact <p>No Outsiders 4.6 Key learning - To show acceptance Suggested Text: Julian is a Mermaid by Jessica Love</p> |
| <p>PE</p> <p>Athletics</p> <p>Running Responds rapidly to variable stimulus. Accelerates quickly from a variety of static positions. Walks with knee up, toe up action and relaxed sockets to pockets arm action and Walks/Runs steady for up to 2-3 minutes.</p> | | | <p>Music</p> <p>World</p> <ul style="list-style-type: none"> • To recognise the effect of a rest in music and how to use silence effectively. • To recognise layered ostinato • To compose call and response with other children • To define melodic ostinato |

They identify pacing and explore different running distances – realising they cannot sprint the whole time and that pacing is vital in longer distance races.

Throwing

Demonstrates a standing two handed overarm throw, stepping into the throw and generate power and distance. Demonstrates a standing single handed overarm ‘Tennis Ball Throw’, taking strides and showing good techniques.

Jumping

Moves body parts in an effective order to aid jumping distance and efficiency from standing position (2 feet to 2 feet), demonstrates control and balance on landing and can use a short run up to jump from one foot to two feet and can identify preferred take-off leg.

Games – Striking and Fielding

Movement

Apply movement skills and speed in games based activities to dodge, find space, mark, and intercept in defence and attack.

Ball Skills

Demonstrate game specific skills- passing, dribbling, shooting, etc and start to apply against opposition in games scenarios.

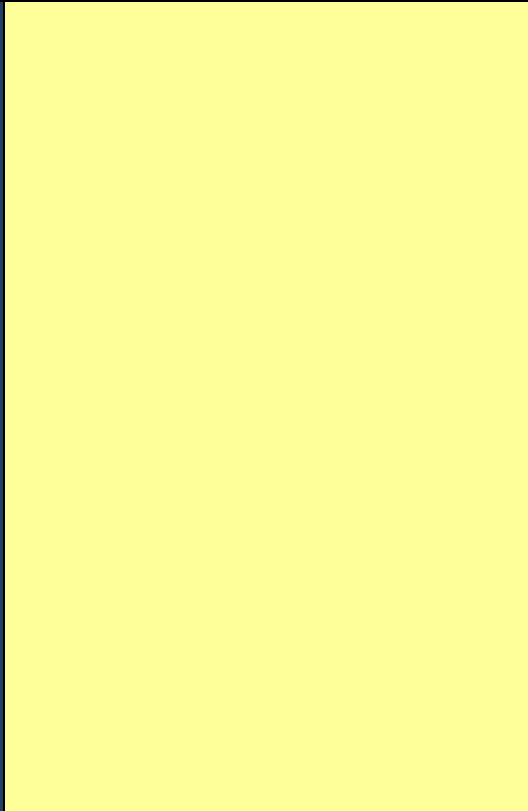
Use a range of techniques to pass and travel with a ball. Vary the way children send and object through different types of passes e.g. bounce pass, chest pass, overhead pass, kicking and hitting.

Striking/Net and Wall Games

Demonstrate the correct grip to strike the ball and is hitting consistently in passive environments

Can identify what strokes should be performed in deifferent situations. (back hand, forehand)

Explore batting by striking a static ball and progressing to bouncing/ bowled balls.



- To define pentatonic scale of C and recognise which notes to use (C D E G A)
 - To compose/improvise melodic ostinato and rhythmic ostinato
 - To compose/improvise pentatonic melodies
 - To improvise with purpose and within a specific range (eg. Specific section of the keyboard)
 - To perform with expression and within a style appropriate to the situation eg. Class assembly, whole school concert
 - To be able to perform successfully and use self-assessment and peer assessment
- To persevere and recognise the importance of practice

Geography

Distribution of natural resources and minerals

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
I can explain mine and others views about environmental change

French

To name my **favourite things**, different hobbies or activities e.g. watching television, playing football, playing computer etc.

To ask and respond to questions regarding hobby preferences

To ask and answer questions
To speak in sentences, using familiar vocabulary
To write phrases from memory
To develop accurate pronunciation and intonation of a wider range of taught words and phrases

Art– Digital Media/ Sculpture

Know that recycled materials and found objects can be combined and joined to create new pieces of sculpture. Know that visual images can be collected, manipulated and presented differently using apple software.

- Bend and cut wire using wire cutters. Join materials together using a range of techniques.
 Can change colours, select appropriate visual effects and use simple filters to manipulate and create images.

I can 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)

To read and show understanding of words and simple phrases
 To develop an ability to understand new words, including through use of a dictionary
 To describe people and familiar objects orally and in writing

I know about great artists, architects and designers in history.

Science 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

Science

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,

DT- Electricity

Know what an electrical circuit is and can build a simple one. Begin to know what features can be added to an electrical circuit, e.g. bulb, motor, buzzer or switch.
 Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria.

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

DT- Structures

Understand how to strengthen, stiffen and reinforce structures and can begin to apply that to more complex structures.

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

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

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

Technical knowledge: I can apply understanding of how to strengthen, more complex structures
 I can understand and use mechanical systems in products
 I can understand and use electrical systems in products,
 I can apply my understanding of computing to programme, monitor and control products.

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| <p>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><i>and that some materials can and some cannot be used to connect across a gap in a circuit.</i></p> | <p>I can explore and use mechanisms, such as levers, sliders, wheels and axles, in their 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 I understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> |
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