

Ursuline Catholic Primary School

Year 4 Curriculum Map 2018-19

	Term 1		Term 2		Term 3	
	1 st Half	2 nd Half	1 st Half	2 nd Half	1 st Half	2 nd Half
RE	Domestic Church FAMILY <u>People</u> The Family of God in Scripture Other Faith <u>Judaism</u>	Baptism/ Confirmation BELONGING <u>Called</u> Confirmation a call to witness Advent/ Christmas LOVING <u>Gift</u> God's gift of love and friendship in Jesus	Local church COMMUNITY <u>Community</u> Life in the local Christian community: ministries in the parish Other faith: Islam	Eucharist RELATING <u>Giving & Receiving</u> Life in communion Lent/Easter GIVING <u>Self-discipline</u> Celebrating growth to new life through self-discipline	Pentecost SERVING <u>New Life</u> To hear and live the Easter message Reconciliation INTER-RELATING <u>Building Bridges</u> Building bridges of friendship and the importance of admitting wrong and being reconciled with one another and God.	Universal Church WORLD <u>God's People</u> Different saints show people what God is like

<p style="text-align: center;">Come and See Liverpool Archdiocese Aims</p>	<p>People</p> <p>Some children will be able to ask and respond to questions about their own and others' experience and feelings about tracking back family trees and be able to ask questions about what they and others wonder about family trees. They will be able to retell some of the stories from scripture about Jesus' family and describe some ways in which characters in the Bible lived out their lives.</p> <p>Some children will be able to compare their own and others' ideas about the questions that family trees raise and are difficult to answer. They will be able to make links between stories from scripture about Jesus' family and what people believe about God and Jesus and give reasons for certain actions by believers such as Ruth.</p> <p>Judaism Understanding the Torah</p>	<p>Called</p> <p>Some children will be able to ask and respond to questions about being chosen. They will be able to ask questions about what they and others wonder about the reason for responses to being chosen and retell some special stories about religious events and people such as David or the call of the apostles.</p> <p>They will be able to use religious words and phrases to describe what it means to be called and state some ways in which people are called to live a Christian life. Some children will be able to make links to show how feelings and beliefs can affect the responses they might make to being chosen and compare their own and other people's ideas about the question concerning the reasons for different responses to being chosen and realise that these questions are difficult to answer.</p> <p>Some children will be able to make links between scripture and the call to holiness using their developing religious vocabulary to give reasons for the actions and symbols used at Confirmation and why Christians respond to God's call.</p> <p>Gift</p> <p>Some children will be able to ask and respond to questions about what is important in friendship and about what they and others wonder about the gift of love and friendship and realise that some of these questions are difficult to answer. They will be able to retell the story of the birth of Jesus and the visit of the Wise Men and be able to use religious words and symbols which help Christians prepare during Advent for the coming of Jesus at Christmas.</p> <p>Some children will be able to make links to show how feelings and beliefs affect their behaviour and that of others in relation to the gift of love and friendship and compare their own and other people's ideas about the gift of love and friendship and realise that these questions are difficult to answer.</p> <p>They will be able to make links between Scripture texts and the belief that God sent Jesus to earth as the long-awaited Messiah and use a developing religious vocabulary to give reasons for the religious actions and symbols connected with the liturgical season of Advent and Christmas.</p>	<p>Community</p> <p>Some children will be able to ask and respond to questions about their own and others' experiences of being part of a community and be able to ask questions about what they and others wonder about the responsibility and commitment of belonging to a community and realise that some of these questions are difficult to answer.</p> <p>They will be able to retell the story of how the apostles were called and describe some of the advice St. Paul gives us on how to be loving members of a community. They will be able to use religious words and phrases to describe actions and symbols within a funeral Mass and describe some ways in which some people serve their parish community.</p> <p>Some children will be able to make links to show how feelings and beliefs affect their commitment to community and that of others and be able to compare their own and other people's ideas about questions of engaging with others for the good of the community and appreciate that these questions are difficult to answer.</p> <p>They will be able to make links between the call of the apostles and God's call to people to serve Him today and use a developing religious vocabulary to give reasons for the actions and symbols used within a funeral Mass and why people give service to the parish community through various ministries.</p> <p>Some children will be able to show how their own and others' decisions about being involved in the life of a community are informed by beliefs and values.</p> <p>Islam Understanding the Qur'an</p>	<p>Giving & Receiving</p> <p>Some children will be able to ask and respond to their own and others' experiences and feelings about giving and receiving and will be able to ask questions about what they and others wonder about giving and receiving every day and realise that some of these questions are difficult to answer.</p> <p>They will be able to describe what happens during the Introductory Rite and what a person might do if they follow Jesus' advice and ways in which peace is lived out by believers.</p> <p>Some children will be able to make links to show how feelings and beliefs about giving and receiving affect their own behaviour and that of others and will be able to compare their own and other people's ideas about questions of giving and receiving that are difficult to answer.</p> <p>They will be able to make links between Scripture and an understanding of the Eucharist and be able to use a developing religious vocabulary to give reasons for religious action and symbols used in the celebration of the Eucharist and why Christians attend the celebration of the Eucharist and will be able to compare their own and other people's ideas about questions related to the Communion rite.</p> <p>Some children will be able to show how their own and others' decisions about giving and receiving are informed by beliefs and values and be able to describe and show an understanding of Communion, making links between the Communion Rite and beliefs, ideas, feelings and experiences.</p> <p>They will be able to show understanding of how belief in the Eucharist shapes life and be able to engage with and respond to the question, 'Why do Catholics receive Holy Communion?' in the light of religious teaching.</p> <p>Self-discipline</p> <p>Some children will be able to ask and respond to questions about their own and others' experiences of being self-disciplined and be able to ask questions about what they and others wonder about how people can reach their full potential and realise that some of these questions are not easy to answer.</p> <p>They will be able to make links to show how feeling and beliefs affect their self-discipline and that of others.</p> <p>Some children will be able to retell some of the religious stories of Holy Thursday, Good Friday and the Resurrection and be able to use religious vocabulary to describe some religious actions and symbols of Lent and Holy Week and some ways in which Christians try to be self-disciplined in Lent.</p> <p>Some children will be able to compare their own and other people's ideas about questions concerning the need for self-discipline and realise that some of these questions are difficult to answer and be able to make links between religious stories of Holy Thursday, Good Friday and the Resurrection and Christian beliefs.</p> <p>They will be able to use a developing religious vocabulary to give reasons for religious actions and symbols connected to Lent and Holy Week and why Christians try to be self-disciplined in Lent.</p> <p>Some children will be able to describe and show an understanding of Scripture, beliefs, ideas, feelings and experiences, making links between them. And be able to use religious terms to show an understanding of the different liturgies of Holy Week and how religious belief concerning the events of Lent and Holy Week shape life.</p>	<p>New Life</p> <p>Some children will be able to ask and respond to questions about their own and others' experiences and feelings of good news bringing life and be able to ask questions about what they and others wonder about how good news brings life and happiness. They will be able to retell some special stories about the religious event and people connected with Pentecost and describe some ways in which the Apostles spread the Good News through the power of the Holy Spirit. They will be able to use religious words and phrases to describe the events of Pentecost.</p> <p>Some children will be able to make links to show how feelings of sadness and joy and the beliefs in the goodness of others, affects their own and others' behaviour and to compare their own and other people's ideas about how good news brings life.</p> <p>They will be able to give reasons why the apostles spread the Good News and for the actions of Peter, John and Paul. They will be able to make links between the Pentecost story and the Christian belief in the new life of the Easter message through the power of the Holy Spirit.</p> <p>Some children will be able to show how their own and others' decisions about receiving and giving good news are informed by beliefs and be able to show understanding of how the belief in the Good News and the coming of the Holy Spirit at Pentecost shapes the lives of Christians today.</p> <p>Building Bridges</p> <p>Some children will be able to ask and respond to questions about their own and others' experience and feelings about what breaks and what mends a friendship and be able to ask questions about what they and other wonder about how friendships may be restored. They will be able to use religious words and phrases to describe some religious actions and symbols used in the Sacrament of Reconciliation.</p> <p>Some children will be able to make links to show how feelings and beliefs affect their behaviour and that of others in respect to maintaining friendship and be able to compare their own and other people's ideas about questions of building and maintaining friendship and realise that these questions are difficult to answer. They will be able to use a developing religious vocabulary to give reasons for religious actions used in the Sacrament of Reconciliation and why believers ask forgiveness of others and forgive those who have hurt them. They will be able to make links to show how feelings and beliefs about reconciliation affect their behaviour and that of others.</p> <p>Some children will be able to show how their own and others' decisions about friendship are informed by beliefs and values and be able to describe and show understanding of Scripture, beliefs, ideas, feelings and experience of reconciliation, mercy and forgiveness, making links between them. They will be able to show understanding of how religious belief in reconciliation, mercy and forgiveness shapes life and be able to engage with and respond to questions of life in the light of religious teaching about reconciliation, mercy and forgiveness.</p>	<p>New Life</p> <p>Some children will be able to ask and respond to questions about their own and others' experiences and feelings of ordinary people doing extraordinary things and be able to ask questions about what they and others wonder about ordinary people doing extraordinary things and realise that some of these questions are difficult to answer.</p> <p>They will be able to retell some special stories about religious events and people who show what God is like and will be able to describe some ways in which religion is lived out by different saints.</p> <p>Some children will be able to give reasons for certain actions by those people they have studied and be able to make links between Scripture and the action and beliefs of followers of God's way. They will be able to make links to show how feelings and beliefs affect their behaviour and that of others, and compare their own and other people's ideas about the question of what makes a person do extraordinary things and find it is a difficult question to answer.</p> <p>Some children will be able to show how their own and others' decisions about actions in life are informed by beliefs and values and describe and show an understanding of Scripture, beliefs, ideas, feelings and experience, making links between them.</p> <p>They will be able to show understanding of how religious belief has shaped the way some people live out their lives.</p>
<p style="text-align: center;">Science</p>	<p style="text-align: center;">Animals/Humans</p>	<p style="text-align: center;">Electricity</p>	<p style="text-align: center;">States of matter</p>	<p style="text-align: center;">Sound</p>	<p style="text-align: center;">Living Things</p>	<p style="text-align: center;">N/A</p>
<p style="text-align: center;">NC Aims</p>	<ul style="list-style-type: none"> • I can identify and name the parts of the human digestive system. • I can describe the 	<ul style="list-style-type: none"> • I can identify and name appliances that require electricity to function. • I can construct a series 	<ul style="list-style-type: none"> *I can group materials based on their state of matter (solid, liquid, gas). 	<ul style="list-style-type: none"> *I can describe how sound is made. *I can explain how sound travels from a 	<ul style="list-style-type: none"> *I can group living things in different ways. *I can use 	

	<p>functions of the organs in the human digestive system.</p> <ul style="list-style-type: none"> • I can identify and describe the different types of teeth in humans. • I can describe the functions of different human teeth. • I can use food chains to identify producers, predators and prey. • I can construct food chains to identify producers, predators and prey. <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • I can ask relevant scientific questions. • I can use observations and knowledge to answer scientific questions. • I can set up a simple enquiry to explore a scientific question. • I can use diagrams, keys using scientific language. • I can use findings to report in different ways, including oral and written explanations, presentation. 	<p>circuit.</p> <ul style="list-style-type: none"> • I can identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers). • I can draw a circuit diagram. • I can predict and test whether a lamp will light within a circuit. • I can describe the function of a switch in a circuit. • I can describe the difference between a conductor and insulators; giving examples of each. <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • I can ask relevant scientific questions. *I can use observations and knowledge to answer scientific questions. *I can set up a simple enquiry to explore a scientific question. *I can use diagrams using scientific language. *I can use findings to report in different ways, including oral and written explanations, presentation. *I can draw conclusions and suggest improvements. *I can make a prediction with a 	<ul style="list-style-type: none"> *I can describe how some materials can change state. *I can explore how materials change state. *I can measure the temperature at which materials change state. *I can describe the water cycle. *I can explain the part played by evaporation and condensation in the water cycle. <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> *I can ask relevant scientific questions. *I can use observations and knowledge to answer scientific questions. *I can set up a simple enquiry to explore a scientific question. *I can set up a test to compare two things. *I can set up a fair test and explain why it is fair. *I can make careful and accurate observations, including the use of standard units. *I can use equipment, including thermometers to make measurements. *I can gather, record, classify and present data in different ways to answer scientific 	<p>source to our ears.</p> <ul style="list-style-type: none"> *I can explain the place of vibration in hearing. *I can explore the correlation between pitch and the object producing a sound. *I can explore the correlation between the volume of a sound and the strength of the vibrations that produced it. *I can describe what happens to a sound as it travels away from its source. <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> *I can ask relevant scientific questions. *I can use observations and knowledge to answer scientific questions. *I can set up a simple enquiry to explore a scientific question. *I can set up a test to compare two things. *I can set up a fair test and explain why it is fair. *I can make careful and accurate observations *I can gather, record, classify and present data in different ways to answer scientific questions. *I can use diagrams, 	<p>classification keys to group, identify and name living things.</p> <ul style="list-style-type: none"> *I can create classification keys to group, identify and name living things (for others to use). *I can describe how changes to an environment could endanger living things. <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> *I can ask relevant scientific questions. *I can use observations and knowledge to answer scientific questions. *I can set up a simple enquiry to explore a scientific question. *I can make careful and accurate observations *I can gather, record, classify and present data in different ways to answer scientific questions. *I can use diagrams, keys, bar charts and tables; using scientific language. *I can use findings to report in different ways, including oral and written explanations, presentation. *I can draw conclusions 	
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		<p>reason. *I can identify differences, similarities and changes related to an enquiry.</p>	<p>questions. *I can use diagrams, and tables; using scientific language. *I can use findings to report in different ways, including oral and written explanations, presentation. *I can draw conclusions and suggest improvements. *I can make a prediction with a reason. *I can identify differences, similarities and changes related to an enquiry.</p>	<p>keys, bar charts and tables; using scientific language. *I can use findings to report in different ways, including oral and written explanations, presentation. *I can draw conclusions and suggest improvements. *I can make a prediction with a reason. *I can identify differences, similarities and changes related to an enquiry.</p>	<p>and suggest improvements. *I can make a prediction with a reason. *I can identify differences, similarities and changes related to an enquiry.</p>	
History	N/A	Mayans	Romans	N/A	Romans	N/A
NC Aims	N/A	<p>*I can plot events on a timeline using centuries. *I can use my mathematical skills to round up time differences into centuries and decades. *I can explain how the lives of wealthy people were different from the lives of poorer people. *I can explain how historic items and artefacts can be used to help build up a picture of life in the</p>	<p>*I can plot events on a timeline using centuries. *I can use my mathematical skills to round up time differences into centuries and decades. *I can explain how the lives of wealthy people were different from the lives of poorer people. *I can explain how historic items and artefacts can be used to help build up a</p>	N/A	<p>*I can plot events on a timeline using centuries. *I can use my mathematical skills to round up time differences into centuries and decades. *I can explain how the lives of wealthy people were different from the lives of poorer people. *I can explain how historic items and artefacts can be used to help build up a</p>	N/A

		past.	<p>picture of life in the past.</p> <p>*I can explain how an event from the past has shaped our life today.</p> <p>*I can research two versions of an event and explain how they differ.</p> <p>*I can research what it was like for children in a given period of history and present my findings to an audience.</p>		<p>picture of life in the past.</p> <p>*I can explain how an event from the past has shaped our life today.</p> <p>*I can research two versions of an event and explain how they differ.</p> <p>*I can research what it was like for children in a given period of history and present my findings to an audience.</p>	
Geog	N/A	N/A	N/A	Europe	N/A	European rivers, compass etc.
NC Aims				<p>*I can locate the world's countries, using maps to focus on Europe</p> <p>*I understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Italy).</p>		<p>*I understand and can describe key aspects of physical geography: rivers and the water cycle.</p> <p>*I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>*I can use the four points of a compass and 2 figure grid references to build my knowledge of the wider world</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Relationship & Sex Education</p>	<p>'No outsiders in our school: Teaching the Equality Act in Primary Schools' by Andrew Moffat A Crayon's Story: Michael Hall</p> <p>'A journey in love' by Sister Jude Groden Revisit Y1: We meet God's love in our family</p>	<p>'No outsiders in our school: Teaching the Equality Act in Primary Schools' by Andrew Moffat The way back home: Oliver Jeffers</p>	<p>'No outsiders in our school: Teaching the Equality Act in Primary Schools' by Andrew Moffat The Flower: John Light</p> <p>'A journey in love' by Sister Jude Groden Revisit Y2: We meet God's love in the community</p>	<p>'No outsiders in our school: Teaching the Equality Act in Primary Schools' by Andrew Moffat Dogs don't do ballet: Anna Kemp & Sara Ogilvie</p>	<p>'No outsiders in our school: Teaching the Equality Act in Primary Schools' by Andrew Moffat King and King: Linda de Hann & Stern Nijland</p>	<p>N/A</p> <p>'A journey in love' by Sister Jude Groden God loves us in our differences</p>
<p>Aims</p>	<p>To be who you want to be</p> <p>Know that as we grow we are loved by our family and God's family too.</p>	<p>To overcome language as a barrier</p>	<p>To ask questions</p> <p>Know that the Church is God's family and know that I am part of that family too.</p>	<p>To know when to be assertive</p>	<p>To understand why people choose to get married</p>	<p>To know that God has made us different from one another and that God loves us in our differences.</p>
<p>PE</p>	<p>Hockey/ Gymnastics/ Swimming</p>	<p>Gymnastics/ Swimming</p>	<p>Dance/ Swimming/ Games</p>	<p>Dance / Swimming / Outdoor adventurous</p>	<p>Gym / Swimming / Athletics</p>	<p>Gym / Swimming / Athletics</p>
<p>NC Aims</p>	<p><u>Hockey</u></p> <ul style="list-style-type: none"> • I can hit a ball accurately with control. • I can keep possession of the ball. • I can vary tactics and adapt skills depending on what is happening in a game. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I can work in a controlled way. • I can include change of speed and direction. 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I can work in a controlled way. • I can include change of speed and direction. • I can include a range of shapes. <p><u>Swimming</u></p> <ul style="list-style-type: none"> • I can swim competently, confidently and proficiently over a distance of at least 25 metres 	<p><u>Dance</u></p> <p>I can take the lead when working with a partner or group. I can use dance to communicate an idea.</p> <p><u>Swimming</u></p> <ul style="list-style-type: none"> • I can swim competently, confidently and proficiently over a distance of at least 25 metres • I can use a range of 	<p><u>Dance</u></p> <p>I can take the lead when working with a partner or group. I can use dance to communicate an idea.</p> <p><u>Swimming</u></p> <ul style="list-style-type: none"> • I can swim competently, confidently and proficiently over a distance of at least 25 metres • I can use a range of 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I can work in a controlled way. • I can include change of speed and direction. • I can include a range of shapes. <p><u>Swimming</u></p> <ul style="list-style-type: none"> • I can swim competently, confidently and proficiently over a distance of at least 25 metres 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I can work in a controlled way. • I can include change of speed and direction. • I can include a range of shapes. <p><u>Swimming</u></p> <ul style="list-style-type: none"> • I can swim competently, confidently and proficiently over a distance of at least 25 metres

	<ul style="list-style-type: none"> • I can include a range of shapes. <p>Swimming</p> <ul style="list-style-type: none"> • I can swim competently, confidently and proficiently over a distance of at least 25 metres • I can use a range of strokes effectively. 	<ul style="list-style-type: none"> • I can use a range of strokes effectively. 	<p>strokes effectively.</p> <p>Games</p> <ul style="list-style-type: none"> • I can catch with one hand. • I can throw and catch accurately. • I can hit a ball accurately with control. • I can keep possession of the ball. • I can vary tactics and adapt skills depending on what is happening in a game. 	<p>strokes effectively.</p> <p>Outdoor and adventurous</p> <ul style="list-style-type: none"> • I can follow a map in a (more demanding) familiar context. • I can follow a route within a time limit. 	<ul style="list-style-type: none"> • I can use a range of strokes effectively. <p>Athletics</p> <ul style="list-style-type: none"> • I can run over a long distance. • I can sprint over a short distance. • I can throw in different ways. • I can hit a target. • I can jump in different ways. 	<ul style="list-style-type: none"> • I can use a range of strokes effectively. <p>Athletics</p> <ul style="list-style-type: none"> • I can run over a long distance. • I can sprint over a short distance. • I can throw in different ways. • I can hit a target. • I can jump in different ways.
Art	L S Lowry- 19 th century British painter	N/A	Bodies	N/A	Insects	N/A
NC Aims	<ul style="list-style-type: none"> • I can show facial expressions and body language in sketches and paintings. • I can experiment with the styles used by other artists. • I can explain some of the features of art from historical periods. 		<ul style="list-style-type: none"> • I can show facial expressions and body language in sketches and paintings. • I can use marks and lines to show texture in my art. • I can use line, tone, shape and colour to represent figure and forms in movement. • I can show reflections in my art. • I can sculpt clay and other mouldable materials. • I can integrate my digital images into 		<ul style="list-style-type: none"> • I can use marks and lines to show texture in my art. • I can use line, tone, shape and colour to represent figure and forms in movement. • I can show reflections in my art. • I can print onto different materials using at least four colours. • I can integrate my digital images into my art. • I can experiment with the styles used by other artists. 	

			my art. • I can experiment with the styles used by other artists.			
DT	N/A	Battery Operated Lights	N/A	Purses	N/A	Edible garden
NC Aims		<ul style="list-style-type: none"> • I can use ideas from other people when I am designing. • I can produce a plan and explain it. • I can evaluate and suggest improvements for my designs. • I can evaluate products for both their purpose and appearance. • I can explain how I have improved my original design. • I can present a product in an interesting way. • I can persevere and adapt my work when my original ideas do not work. 		<ul style="list-style-type: none"> • I can use ideas from other people when I am designing. • I can produce a plan and explain it. • I can evaluate and suggest improvements for my designs. • I can evaluate products for both their purpose and appearance. • I can explain how I have improved my original design. • I can present a product in an interesting way. • I can measure accurately. • I can persevere and adapt my work when my original ideas do not work. 		<ul style="list-style-type: none"> • I can use ideas from other people when I am designing. • I can produce a plan and explain it. • I can evaluate and suggest improvements for my designs. • I can evaluate products for both their purpose and appearance. • I can explain how I have improved my original design. • I can present a product in an interesting way. • I can measure accurately. • I can persevere and adapt my work when my original ideas do not work. • I know how to be both hygienic and safe when using food.

Music	Mamma Mia! – Charanga Unit	Voices Foundation	Stop! – Charanga Unit	Blackbird – Charanga Unit	Lean on me – Charanga Unit	Reflect, Rewind and Replay – Charanga Unit
NC Aims	<ul style="list-style-type: none"> • I can perform a simple part rhythmically. • I can sing songs from memory with accurate pitch. • I can improvise using repeated patterns. • I can explain why silence is often needed in music and explain what effect it has. • I can identify the character in a piece of music. • I can identify and describe the different purposes of music. • I can begin to identify the style of work of different composers. 	<ul style="list-style-type: none"> • I can perform a simple part rhythmically. • I can sing songs from memory with accurate pitch. • I can improvise using repeated patterns. • I can explain why silence is often needed in music and explain what effect it has. • I can identify the character in a piece of music. • I can identify and describe the different purposes of music. 	<ul style="list-style-type: none"> • I can perform a simple part rhythmically. • I can sing songs from memory with accurate pitch. • I can improvise using repeated patterns. • I can explain why silence is often needed in music and explain what effect it has. • I can identify the character in a piece of music. • I can identify and describe the different purposes of music. • I can begin to identify the style of work of different composers. 	<ul style="list-style-type: none"> • I can perform a simple part rhythmically. • I can sing songs from memory with accurate pitch. • I can improvise using repeated patterns. • I can explain why silence is often needed in music and explain what effect it has. • I can identify the character in a piece of music. • I can identify and describe the different purposes of music. • I can begin to identify the style of work of different composers. 	<ul style="list-style-type: none"> • I can perform a simple part rhythmically. • I can sing songs from memory with accurate pitch. • I can improvise using repeated patterns. • I can explain why silence is often needed in music and explain what effect it has. • I can identify the character in a piece of music. • I can identify and describe the different purposes of music. • I can begin to identify the style of work of different composers. 	<ul style="list-style-type: none"> • I can perform a simple part rhythmically. • I can sing songs from memory with accurate pitch. • I can improvise using repeated patterns. • I can explain why silence is often needed in music and explain what effect it has. • I can identify the character in a piece of music. • I can identify and describe the different purposes of music. • I can begin to identify the style of work of different composers.
Computing	E Safety	Coding – 2Code	More coding (scratch/purple mash/code.org)	More coding (scratch/purple mash/code.org)	Lego WeDo	Teaching computer networks
NC Aims	<ul style="list-style-type: none"> • I recognise acceptable and unacceptable behaviour using technology. 	<ul style="list-style-type: none"> • Algorithms and programming • I can experiment with variables to control models. • I can give an on-screen robot specific instructions that takes them from A to B. 			<ul style="list-style-type: none"> • Algorithms and programming • I can experiment with variables to control models. • I can give specific instructions. • I can make an accurate prediction and 	

		<ul style="list-style-type: none"> • I can make an accurate prediction and explain why I believe something will happen (linked to programming). • I can de-bug a program. <p>Information technology</p> <ul style="list-style-type: none"> • I can select and use software to accomplish given goals. • I can collect and present data. <p>Digital literacy</p> <ul style="list-style-type: none"> • I recognise acceptable and unacceptable behaviour using technology. 			<p>explain why I believe something will happen (linked to programming).</p> <ul style="list-style-type: none"> • I can de-bug a program. 	
MFL	Where I live/Nationality <i>Ou habites-tu?</i>	My Family <i>As- tu des frères et sœurs?</i>	Pets/ animals <i>As-tu un animal?</i>	What I look like <i>Les yeux et les cheveux</i>	Describing my height/ what I am like <i>Je suis...</i>	Writing a postcard <i>Lettre de mon corres</i>
NC Aims	<p><u>Listening and Responding</u></p> <ul style="list-style-type: none"> • Understand a short familiar passage • Understand instructions <p><u>Speaking</u></p> <ul style="list-style-type: none"> • Be able to make 2-3 points in a short conversation • Be able to give a short response <p><u>Reading</u></p> <ul style="list-style-type: none"> • Identify and note main points and respond • Use a bilingual dictionary to find new words <p><u>Writing</u></p>					

- Write 2-3 short sentences on a familiar topic
- Say what they like and dislike

Cultural

- Demonstrate an awareness of social conventions when speaking
- Describe in detail aspects of country and community

Year 4 English

Term 1		Term 2		Term 3	
1 st Half	2 nd Half	1 st Half	2 nd Half	1 st Half	2 nd Half

<p style="text-align: center;">Main Text</p>	<p>Gross things from your head to your toes (Bug Club) - Information text The Clever Wish- Traditional Tale</p>	<p>Christophe's Story- Nicki Cornwell</p>	<p>Roman non-fiction - various texts</p>	<p>Bill's New Frock - Anne Fine</p>	<p>Captive Celt - Terry Deary</p>	<p>Stig of the Dump - Clive King</p>
<p style="text-align: center;">Sub Text</p>	<p>Give us a smile Cinderella- Modern retelling</p>	<p>Azzi In Between- Sarah Garland My name is not Refugee- Kate Milner</p>				
<p style="text-align: center;">Genres to cover</p>	<p>Explanation Narrative</p>	<p>Letter writing</p>				