

<b>YEAR 4 TERMS 1 &amp; 2</b>					
<b>Big Question</b>	<b>How did the Roman invasion change life in Britain?</b>				
<b>Why here, why now?</b>	This enquiry will build on the learning in year 3 and will explore the impact of the Roman invasion on Britain. The learning will link Geography and History and will develop a clear understanding of the physical and human geographic features of Britain and Europe then and now – why did the Romans invade Britain? What was Britain like before and after the Romans? A visit to Caerleon will bring the learning to life.				
<b>Enquiry Questions</b>	<p>Where are we in the world and how is the land used?</p> <p>What was life like before the Romans came?</p> <p>Why did the Romans want to invade?</p> <p>How did the Romans influence daily life in Britain?</p> <p>What impact did the Roman Empire have on Britain?</p>				
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	<p><b>Vocabulary</b></p> <p><b>Revisited:</b> Sculpture: Form, wrapping, padding, covering, undoing, re-arranging, shape (the names of different shapes), cutting, re-attaching, linking, sculpture, decoration, adding, junk, background, folding, size, scrunch, fastening, bending, twisting, looping, coil, fold, rolling, template, pulling, pushing, burrowing, smoothing, dampening, joined. form, texture, structures, modelling, curling, overlapping, armature, sculptors, stable, jewellery, pendant, threading, clipping, central design, arrangement, fringing, crumpling, plaiting, pleating.</p> <p><b>New:</b> Sculpture: Selecting, combining, barriers, boundaries, size, scale, turning, pinching, dampened, inverted, joining, slip, impressing, roughen.</p>	
<b>Computing</b>	<b>Kapow unit:</b> Term 1 – Computing systems and networks	Term 2 – Programming 1: Further coding with scratch
<b>Design and Technology</b>	<p><b>Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of dishes using a range of cooking techniques.</li> <li>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul> <p><b>Design:</b> To design, make, evaluate and improve:</p> <ul style="list-style-type: none"> <li>Design with purpose by identifying opportunities to design.</li> <li>Make products by working efficiently (such as by carefully selecting materials).</li> <li>Use software to design and represent product designs.</li> </ul> <p><b>Make:</b></p> <ul style="list-style-type: none"> <li>Select from and use a wide range of materials and components. (embroidery, sewing, knitting, joining techniques)</li> <li>Cut materials accurately and safely by selecting appropriate tools.</li> <li>Use safely and increasingly effectively, a wider range of tools and equipment and materials with increasing skill to make products.</li> </ul> <p><b>Evaluate:</b></p> <ul style="list-style-type: none"> <li>Refine work and techniques as work progresses, evaluating the end product design.</li> <li>Understand how key events and individuals in DT have helped shape the world.</li> </ul> <p><b>Technical knowledge:</b></p> <ul style="list-style-type: none"> <li>Apply understanding of computing to program, monitor and control their products.</li> </ul>	
	<p><b>Vocabulary</b></p>	
	<p><b>Revisited:</b> Chop, stir, mix, healthy, unhealthy, diet, ingredients, healthy choices, seasonality, grown, reared, caught, processed.</p>	<p><b>Revisited:</b> Cooking techniques</p>
<b>Geography</b>	<ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> </ul>	

	<ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features – <b>practical element here</b> (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. <b>Focus: Worle and Weston using maps.</b></li> <li>Describe and understand key aspects of physical geography, including <del>climate zones, biomes and vegetation belts</del>, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> </ul> <p><b>Note:</b> Year 4 also look again at the previous objectives in Year 3 but in more depth.</p>		
	<p><b>Vocabulary</b></p> <p><b>Revisited:</b> Map, globe, atlas, United Kingdom, England, Scotland, Wales, Northern Ireland, London, Cardiff, Edinburgh, Belfast, North Sea, Irish Sea, English Channel, Environment, land, physical features, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, human features, city, town, village, factory, farm, house, office, port, harbour and shop, school, buildings, Countries, capitals, cities, continents, Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, Asia, Africa, North America, South America, Antarctica, Europe, Oceania, Settlements - hamlet, village, town city, land use - urban, rural, countryside, farmland, forestry, green belt, built up, industry, housing, conservation, reservoirs, agriculture, market town, resort, natural resources - energy, oil, gas, wood, food, minerals and water economic activity – industry, port, harbour, market, trade links – airport, train station, railway, port, harbour, motorway, road, transport, ships, export, import, travel, similarities, differences, compare, contrast.</p>		
<b>History</b>	<p>1) The Roman Empire and its impact on Britain Examples (non-statutory) This could include:</p> <ul style="list-style-type: none"> <li>Julius Caesar’s attempted invasion in 55-54 BC</li> <li>The Roman Empire by AD 42 and the power of its army</li> <li>Successful invasion by Claudius and conquest, including Hadrian’s Wall</li> <li>British resistance, for example, Boudica</li> <li>‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</li> </ul> <p>2) A local history study - Caerleon Examples (non-statutory) This could include:</p> <ul style="list-style-type: none"> <li>A depth study linked to one of the British areas of study listed above</li> <li>A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li> <li>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. (School Trip – Caerleon)</li> </ul> <table border="1" data-bbox="421 1069 2157 1324"> <tr> <td data-bbox="421 1069 1294 1324"> <p><b>Vocabulary</b></p> <p><b>Revisited:</b> Past, present, old and new, year, similarities or same, differences or different, history, historical, source, evidence, Gods and Goddesses, Primary and secondary source, timeline, BC / AD, locate/location, country, ancient, modern, politics, ruling, ruler, chronological order, archaeologist, thatch roof, axe, sword, shield, warrior, bow and arrow, arrow head, spear, artefact.</p> </td> <td data-bbox="1294 1069 2157 1324"> <p><b>Revisited:</b> Roman Empire, Emperor, Invade, invaders, settlers, amphitheatre, centurion, villa, mosaic, temple, toga, gladiator, chariot, barracks, Julius Caesar.</p> </td> </tr> </table>	<p><b>Vocabulary</b></p> <p><b>Revisited:</b> Past, present, old and new, year, similarities or same, differences or different, history, historical, source, evidence, Gods and Goddesses, Primary and secondary source, timeline, BC / AD, locate/location, country, ancient, modern, politics, ruling, ruler, chronological order, archaeologist, thatch roof, axe, sword, shield, warrior, bow and arrow, arrow head, spear, artefact.</p>	<p><b>Revisited:</b> Roman Empire, Emperor, Invade, invaders, settlers, amphitheatre, centurion, villa, mosaic, temple, toga, gladiator, chariot, barracks, Julius Caesar.</p>
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<b>Languages</b>	<p><b>iLanguages Year 4 Scheme of Work</b></p> <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>• Present ideas and information orally to a range of audiences.</li> <li>• Read carefully and show understanding of words, phrases and simple writing.</li> <li>• Appreciate stories, songs, poems and rhymes in the language.</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>• Write phrases from memory and adapt these to create new sentences.</li> <li>• Express ideas clearly.</li> <li>• Describe people, places, things and actions orally* and in writing.</li> <li>• Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these.</li> </ul>		
<b>Music</b>	<b>Charanga: Term 1 – Mamma Mia</b>		<b>Term 2 – Glockenspiel Stage 2</b>
	<b>Instrument:</b> Ukulele		
<b>PE</b>	<b>Sport/Skill Application</b>	REAL PE – Agility	
		Outdoor - Tennis	
<b>RE</b>	<b>Faiths:</b>	<b>Term 1 - Buddhism</b>	<b>Term 2 - Christianity</b>
	<b>Buddhism</b> Is it possible for everyone to be happy? <ul style="list-style-type: none"> <li>• Do religious people lead better lives?</li> <li>• Do all religious beliefs influence people to behave well towards others?</li> <li>• Is religion the most important influence and inspiration in everyone's life?</li> </ul>		
	<b>Christianity</b> What is the most significant part of the Nativity story for Christians today? <ul style="list-style-type: none"> <li>• Do sacred texts have to be 'true' to help people understand their religion?</li> <li>• Can the arts help to communicate religious beliefs?</li> </ul>		
	<b>Vocabulary</b>		
	<b>Term 1:</b> Buddha, Bohdi, 8-fold path, Prince, Siddhattha, Gautama, Yasodhara		<b>Term 2:</b> Frankincense, Myrrh, Christingle
<b>PSHE</b>	<b>JIGSAW Units:</b>	Being Me in My World	Celebrating Differences

<b>YEAR 4 TERMS 3 &amp; 4</b>					
<b>Big Question</b>	<b>How can the natural world be unpredictable?</b>				
<b>Why here, why now?</b>	This learning theme will focus on living things and the relationship between them. It will build on the previous science learning about living things in KS1 and the human skeleton in year 3. What makes us human on the outside and the inside? The concept of humanity will thread throughout the theme with the big question of what makes humans different from animals. The concept of equality can also be threaded through the theme with enquiry-based learning – Are all humans equal? Are humans more important than animals? Link with BBC 's BLUE planet and conservation. Is it ok to kill animals? Link with predators and food chains. What should we eat? Lots of opportunity for PSHE and morality and spirituality / belief to be explored.				
<b>Enquiry Questions</b>	<p>How is our natural world formed?</p> <p>How do physical features differ across the world?</p> <p>Are changes between solids, liquids and gases predictable?</p> <p>How can levers and linkages make things move?</p>				
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	<b>Revisited:</b> Compare, properties, temperature, weather, seasons.	<b>New:</b> Physical properties, fossils, rock, sedimentary rock, soil, organic matter, microscope, solids, liquids, gases, change state, heated, cooled, water cycle, evaporation, condensation, degrees Celsius.
<b>Art and Design</b>	<b>National Curriculum</b> <ul style="list-style-type: none"> <li>To use sketchbooks to collect, record and evaluate ideas.</li> <li>To improve mastery of techniques in drawing, painting, <b>sculpture</b> and other art, craft and design techniques using varied materials.</li> <li>To learn about a range of artists, architects and designers.</li> </ul> <p>FOR DRAWING, PAINTING AND SCULPTURE SPECIFIC OBJECTIVES PLEASE SEE ART ASSESSMENT GRIDS</p> <p>Artists: Edvard Munch, Pablo Picasso, Rembrandt, Van Gogh, Paul Cezanne, Pierre Renoir, Claude Monet, Paul Klee.</p>	<b>Skills Progression – Colour and Sculpture</b> <ul style="list-style-type: none"> <li>Analyse and describe colour and painting techniques.</li> <li>Children can blend colours effectively.</li> <li>Produce larger clay pots using pinch and coil techniques.</li> <li>To begin to make slab pots.</li> <li>Learn to make their own slip to join pieces of clay together.</li> </ul>
	<b>Vocabulary</b>	
	<b>Revisited:</b> Drawing: Line, pattern, texture, shape, tone. Descriptive words for lines. The names of art media i.e charcoal. Light, dark, smudging, blending, shades. pressing, colour, firmly, gently, upwards, downwards, overdrawing, detail, blends, patches, smudges, sequencing, storytelling, repetition, comic strips, frames. Zooming, view finder, window, isolate, view, sketches, outline, part, whole, enlarge, observe, near, far, composition, large, small, distance, viewpoints, position, secondary colour.	<b>New:</b> Drawing: Portrait, self-portrait, styles, features, bumps, hollows, expressions, profile, shadow, scraffito, scraping, layers.
<b>Computing</b>	<b>Kapow unit: Term 3 – Creating Media: Website Design</b>	<b>Term 4 – Skills Showcase: HTML</b>
<b>Design and Technology</b>	<b>Outcome: Sewing &amp; Clay Pots</b>	
	<b>Design:</b> To design, make, evaluate and improve: <ul style="list-style-type: none"> <li>Design with purpose by identifying opportunities to design.</li> <li>Make products by working efficiently (such as by carefully selecting materials).</li> <li>Use software to design and represent product designs.</li> <li>Refine work and techniques as work progresses, continually evaluating the product design.</li> </ul> <b>Make:</b> <ul style="list-style-type: none"> <li>Select from and use a wide range of materials and components. (embroidery, sewing, knitting, joining techniques)</li> <li>Cut materials accurately and safely by selecting appropriate tools.</li> <li>Use safely and increasingly effectively, a wider range of tools and equipment and materials with increasing skill to make products.</li> </ul> <b>Evaluate:</b>	

	<ul style="list-style-type: none"> <li>Refine work and techniques as work progresses, evaluating the end product design.</li> <li>Understand how key events and individuals in DT have helped shape the world.</li> </ul>	
	<b>Vocabulary</b>	
	<b>Revisited:</b> Assemble, joining, Materials, textiles, ingredients, cutting, shaping, folding, finishing, design, construct, construction, evaluate, refine, edit	<b>New:</b> Components, product designs.
<b>Geography</b>	<ul style="list-style-type: none"> <li>Study a region of the UK – Mountains – Ben Nevis – Grampians Mt Range</li> <li>Study a non-European country - Java, Indonesia - Mt Merapi</li> <li>Describe and understand key aspects of mountains, volcanoes and earthquakes.</li> <li>Describe and understand key aspects of the Water cycle</li> </ul>	
	<b>Vocabulary</b>	
	<b>Revisited:</b> Maps, globes, atlases, mountains, landscape, environment	<b>New:</b> Volcano, fault, tectonic plate, eruption, hot spot, magma, lava, chamber, mantle, dormant, extinct, active, ring of fire, vent, ash, crater, earthquake, seismic, pressure, stress, vibration, after shock, core, energy, epicentre, Water cycle – precipitation, evaporation, transpiration, condensation, run off, Mountain range, summit, terrain, peak, ascent.
<b>History</b>	<b>Vocabulary</b>	
	<b>Revisited:</b>	<b>New:</b>
	<b>Connections:</b>	
<b>Languages</b>	<b>iLanguages Year 4 Scheme of Work</b>	
	<ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others.</li> <li>Seek clarification and help.</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>Present ideas and information orally to a range of audiences.</li> <li>Read carefully and show understanding of words, phrases and simple writing.</li> <li>Appreciate stories, songs, poems and rhymes in the language.</li> <li>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>Write phrases from memory and adapt these to create new sentences.</li> <li>Express ideas clearly.</li> <li>Describe people, places, things and actions orally* and in writing.</li> <li>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these.</li> </ul>	
<b>Music</b>	<b>Charanga: Term 3 – Stop!</b>	<b>Term 4 – Lean on Me</b>
<b>PE</b>	<b>Sport/Skill Application</b>	<b>Dance:</b>

		<ul style="list-style-type: none"> <li>• Improvise freely with a partner translating ideas from stimuli to movement.</li> <li>• Show an imaginative response to different stimuli through their use of language and choice of movement.</li> <li>• Incorporate different qualities and dynamics into their movements.</li> <li>• Explore and develop new actions while working with a partner or a small group.</li> <li>• Apply basic compositional ideas to create dance which convey feelings and emotions.</li> <li>• Link actions to make dance phrases, working with a partner and in a small group.</li> <li>• Perform short dances with expression, showing an awareness of others when moving.</li> <li>• Describe what makes a good dance phrase.</li> </ul>	
		<p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>• Perform a competent forward roll, pencil roll, shoulder roll.</li> <li>• Explore combinations of mats and apparatus, and find different ways of using a shape, balance or travel.</li> <li>• Practise an action or short sequence of movements, and improve the quality of the actions and transitions.</li> <li>• Show control, accuracy and fluency of movement when performing actions on their own.</li> <li>• Plan and perform a movement sequence showing contrasts in speed, level and direction.</li> <li>• Devise and perform a gymnastic sequence, showing a clear beginning, middle and end.</li> <li>• Adapt a sequence to include different levels, speeds or directions.</li> <li>• Work well on their own and contribute to pair sequences.</li> </ul>	
		<p><b>Games:</b></p> <ul style="list-style-type: none"> <li>• Travel whilst bouncing a ball showing control.</li> <li>• Use a range of skills to help them keep possession and control of the ball.</li> <li>• Perform the basic skills needed for the games with control and consistency.</li> <li>• Use a range of skills with increasing control.</li> <li>• In pairs, make up a game and play a simple rallying game.</li> <li>• Use a range of skills to keep possession and make progress towards a goal, on their own and with others.</li> </ul>	
<b>RE</b>	<b>Faiths:</b>	<b>Term 3</b> – Buddhism	<b>Term 4</b> – Christianity
	<b>Buddhism</b>		
	Could the Buddha's teachings make the world a better place?		
	<ul style="list-style-type: none"> <li>• Do religious people lead better lives?</li> <li>• Do all religious beliefs influence people to behave well towards others?</li> </ul>		
<b>Christianity</b>			
Is forgiveness always possible for Christians?			
<ul style="list-style-type: none"> <li>• Do religious people lead better lives?</li> <li>• Do all religious beliefs influence people to behave well towards others?</li> </ul>			
<b>Vocabulary</b>			
<b>Term 3:</b> Buddha, Bodhi, 8-fold path		<b>Term 4:</b> The Lord's Prayer, The Last Supper, Peter	
<b>PSHE</b>	<b>JIGSAW Units:</b>	Dreams and Goals	Healthy Me

<b>YEAR 4 TERMS 5 &amp; 6</b>			
<b>Big Question</b>	<b>How do animals survive?</b>		
<b>Why here, why now?</b>	This enquiry helps our children gain an understanding of our impact on the world and develop an appreciation of its fragility, therefore, feeling compelled to look after it. It also links to SRE with healthy and safe life choices, as well as building on Y3 and setting the children up for Y5.		
<b>Enquiry Questions</b>	Do all animals have the same diet? Why are teeth different shapes? Where does our food go? How can we sort and group living things? How do humans impact the environment?		
<b>Science</b>	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>National Curriculum</b>  <b>Animals, including humans:</b> <ul style="list-style-type: none"> <li>Describe the simple functions of the basic parts of the digestive system in humans.</li> <li>Identify the different types of teeth and their functions.</li> <li>Recognise that living things can be grouped in a variety of ways.</li> <li>Explore and use classification keys to group, identify and name living things in local and wider environment.</li> <li>Recognise that environments can change and that this can sometimes pose dangers to living things.</li> <li>Construct and interpret a variety of food chains.</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <b>TAPS</b>  <b>(EXTRA) Term 5 - Materials and Living Things: Litter Picking</b> <ul style="list-style-type: none"> <li>Raise questions and plan an enquiry.</li> </ul> <b>Term 6 - Animals including humans: Teeth in Liquid</b> <ul style="list-style-type: none"> <li>Use results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further questions.</li> <li>Use straightforward scientific evidence to answer questions or to support their findings.</li> <li>Classification of Animals - using keys</li> </ul> </td> </tr> </table>	<b>National Curriculum</b> <b>Animals, including humans:</b> <ul style="list-style-type: none"> <li>Describe the simple functions of the basic parts of the digestive system in humans.</li> <li>Identify the different types of teeth and their functions.</li> <li>Recognise that living things can be grouped in a variety of ways.</li> <li>Explore and use classification keys to group, identify and name living things in local and wider environment.</li> <li>Recognise that environments can change and that this can sometimes pose dangers to living things.</li> <li>Construct and interpret a variety of food chains.</li> </ul>	<b>TAPS</b> <b>(EXTRA) Term 5 - Materials and Living Things: Litter Picking</b> <ul style="list-style-type: none"> <li>Raise questions and plan an enquiry.</li> </ul> <b>Term 6 - Animals including humans: Teeth in Liquid</b> <ul style="list-style-type: none"> <li>Use results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further questions.</li> <li>Use straightforward scientific evidence to answer questions or to support their findings.</li> <li>Classification of Animals - using keys</li> </ul>
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	<b>Working Scientifically</b> During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: <ul style="list-style-type: none"> <li>Asking relevant questions and using different types of scientific enquiries to answer them.</li> <li>Setting up simple practical enquiries, comparative and fair tests.</li> <li>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</li> <li>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</li> <li>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li> <li>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li>Identifying differences, similarities or changes related to simple scientific ideas and processes.</li> <li>Using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>		
<b>Vocabulary</b> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>Revisited:</b>            Basic parts of the human body, function, carnivores, herbivores, environment, habitat, amphibians, reptiles, birds, mammals.         </td> <td style="width: 50%; vertical-align: top;"> <b>New:</b>            Digestive system, teeth, tongue, oesophagus, stomach, small intestine, large intestine, decay, Classification keys, food chain, producer, predator, prey, vertebrate, invertebrates.         </td> </tr> </table>		<b>Revisited:</b> Basic parts of the human body, function, carnivores, herbivores, environment, habitat, amphibians, reptiles, birds, mammals.	<b>New:</b> Digestive system, teeth, tongue, oesophagus, stomach, small intestine, large intestine, decay, Classification keys, food chain, producer, predator, prey, vertebrate, invertebrates.
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**Art and Design**
**National Curriculum**
**Skills Progression – Drawing and Painting**

	<ul style="list-style-type: none"> <li>To use sketchbooks to collect, record and evaluate ideas.</li> <li>To improve mastery of techniques in drawing, painting, <b>sculpture</b> and other art, craft and design techniques using varied materials.</li> <li>To learn about a range of artists, architects and designers.</li> </ul> <p>FOR DRAWING, PAINTING AND SCULPTURE SPECIFIC OBJECTIVES PLEASE SEE ART ASSESSMENT GRIDS</p> <p>Artists: Archimboldo, Andy Goldsworthy, Gustav Klimt, Monet, Charles Rennie Makintosh, John Piper, David Gentleman, John Constable, Graham Sutherland, Richard Long.</p>	<ul style="list-style-type: none"> <li>Children can produce an accurate drawing from direct observation of a subject.</li> <li>Further develop the understanding of geometry and mathematical proportion</li> <li>Children can consider light, tone and negative space in my drawing.</li> <li>Develop skill and control when painting.</li> <li>Paint with expression.</li> </ul>
	<p><b>Vocabulary</b></p> <p><b>Revisited:</b> Painting: Colour, adding, mixing, pallets, brushes, same, similar, different, compare, paler, darker, primary colours, naming, shades, colour family, thick, thin, brush strokes, merge. warm/cold colours, single primary system, dual primary system (i.e. bright blue/turquoise), vertical, horizontal, diagonal lines, still-life, mood, atmosphere, feeling words i.e anger, sadness, tone, texture, outline, overdrawing, monochrome, observation.</p>	<p><b>New:</b> Painting: Seasonal, landscape, wash, background, foreground, seascape, graded tone wash, blend, merge, man-made, natural, Aboriginal.</p>
<b>Computing</b>	<b>Kapow unit: Term 5</b> – Programming 2: Computational Thinking	<b>Term 6</b> – Data Handling – Investigating Weather
<b>Design and Technology</b>	<p><b>Vocabulary</b></p> <p><b>Revisited:</b></p>	<b>New:</b>
<b>Geography</b>	<p><b>Vocabulary</b></p> <p><b>Revisited:</b></p>	<b>New:</b>
<b>History</b>	<p><b>Vocabulary</b></p> <p><b>Revisited:</b></p> <p><b>Connections:</b></p>	<b>New:</b>
<b>Languages</b>	<p><b>iLanguages Year 4 Scheme of Work</b></p> <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others.</li> <li>Seek clarification and help.</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>Present ideas and information orally to a range of audiences.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Read carefully and show understanding of words, phrases and simple writing.</li> <li>• Appreciate stories, songs, poems and rhymes in the language.</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>• Write phrases from memory and adapt these to create new sentences.</li> <li>• Express ideas clearly.</li> <li>• Describe people, places, things and actions orally* and in writing.</li> <li>• Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these.</li> </ul>	
<b>Music</b>	<b>Charanga: Term 5 – Blackbird</b>	<b>Term 6 – Rewind, Reflect &amp; Replay</b>
<b>PE</b>	<b>Sport/Skill Application</b>	<p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>• Improve freely with a partner translating ideas from stimuli to movement.</li> <li>• Show an imaginative response to different stimuli through their use of language and choice of movement.</li> <li>• Incorporate different qualities and dynamics into their movements.</li> <li>• Explore and develop new actions while working with a partner or a small group.</li> <li>• Apply basic compositional ideas to create dance which convey feelings and emotions.</li> <li>• Link actions to make dance phrases, working with a partner and in a small group.</li> <li>• Perform short dances with expression, showing an awareness of others when moving.</li> <li>• Describe what makes a good dance phrase.</li> </ul> <p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>• Perform a competent forward roll, pencil roll, shoulder roll.</li> <li>• Explore combinations of mats and apparatus, and find different ways of using a shape, balance or travel.</li> <li>• Practise an action or short sequence of movements, and improve the quality of the actions and transitions.</li> <li>• Show control, accuracy and fluency of movement when performing actions on their own and with a partner.</li> <li>• Plan and perform a movement sequence showing contrasts in speed, level and direction.</li> <li>• Devise and perform a gymnastic sequence, showing a clear beginning, middle and end.</li> <li>• Adapt a sequence to include different levels, speeds or directions.</li> <li>• Work well on their own and contribute to pair sequences.</li> </ul> <p><b>Games:</b></p> <ul style="list-style-type: none"> <li>• Travel whilst bouncing a ball showing control.</li> <li>• Use a range of skills to help them keep possession and control of the ball.</li> <li>• Perform the basic skills needed for the games with control and consistency.</li> <li>• Use a range of skills with increasing control.</li> <li>• In pairs, make up a game and play a simple rallying game.</li> <li>• Use a range of skills to keep possession and make progress towards a goal, on their own and with others.</li> </ul>
<b>RE</b>	<b>Faiths: Term 5 – Buddhism or Judaism</b>	<b>Term 6 - Christianity</b>



	<p><b>Judaism</b>          What is the best way for a Jew to show commitment to God?</p> <ul style="list-style-type: none"> <li>• Do religious people lead better lives?</li> <li>• Is religion the most important influence and inspiration in everyone's life?</li> <li>• Does participating in worship help people to feel closer to God or their faith community?</li> </ul> <p>OR</p> <p><b>Buddhism</b>          What is the best way for a Buddhist to lead a good life?</p> <ul style="list-style-type: none"> <li>• Do religious people lead better lives?</li> <li>• Do all religious beliefs influence people to behave well towards others?</li> </ul>		
	<p><b>Christianity</b>          Do people need to go to church to show they are Christians?</p> <ul style="list-style-type: none"> <li>• Do religious people lead better lives?</li> <li>• Does participating in worship help people to feel closer to God or their faith community?</li> </ul>		
	<p><b>Vocabulary</b></p>		
	<p><b>Term 5:</b>          Ten Commandments, Shabbat, Seder, Synagogue, Torah, Bar Mitzvah, Mitzvot, Tu B'Shevat, Shema</p> <p>OR</p> <p>Buddha, 8-fold path</p>	<p><b>Term 6:</b>          Church, Baptism, John the Baptist, Eucharist/Holy Communion</p>	
<b>PSHE</b>	<b>JIGSAW Units:</b>	Relationships	Changing Me