



Year 4 – Year Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>English Texts</p> <p>Maybe – Kobi Yamada Treasure – Film narrative</p>	<p>English Texts</p> <p>Newspapers Non- fiction texts on Extreme Weather</p>	<p>English Texts</p> <p>The Story of Tutankhamun Egyptian Cinderella</p>	<p>English Texts</p> <p>The Boy Who Biked the World Part 3 by Alastair Humphreys</p>	<p>English Texts</p> <p>Beowulf by Michael Morpurgo</p>	<p>English Texts</p> <p>The Land of Neverbelieve Ocean poetry Poems about habitats and animals</p>
Reading	<p>Reading Skills</p> <p>Appreciating the structure of a poem Use of rhyme. Developing vocabulary, inferring, summarizing, evaluating. Recognising Literary techniques- alliteration, similes, metaphors, personification and explaining the effect of these for the reader. Use a dictionary/thesaurus.</p> <p>Perform simple poems from memory.</p>	<p>Reading Skills</p> <p>Vocabulary- using dictionaries to look up the definition of unfamiliar words. Retrieve and record information from a text. Sequence/summarise information.</p> <p>Decode unfamiliar words with increasing skill and speed.</p> <p>Develop knowledge of root words, prefixes and suffixes.</p>	<p>Reading Skills</p> <p>Developing vocabulary, inferring, predicting, explaining, retrieving and recording information from a text, sequencing, summarizing, evaluating.</p> <p>Decode unfamiliar words with increasing skill and speed.</p> <p>Develop knowledge of root words, prefixes and suffixes.</p> <p>Use of dictionaries/thesauruses.</p> <p>Comparing and contrasting different versions of the same story.</p>	<p>Reading Skills</p> <p>Developing vocabulary, inferring, predicting, explaining, retrieving and recording information from a text, sequencing, summarizing, evaluating.</p> <p>Decode unfamiliar words with increasing skill and speed.</p> <p>Develop knowledge of root words, prefixes and suffixes.</p> <p>Use of dictionaries/thesauruses.</p>	<p>Reading Skills</p> <p>Developing vocabulary, explaining, retrieving and recording information from a text, summarizing, evaluating.</p> <p>Decode unfamiliar words with increasing skill and speed.</p> <p>Develop knowledge of root words, prefixes and suffixes.</p> <p>Analyse the features of non-fiction texts and letters of complaint.</p> <p>Use of dictionaries/thesauruses.</p> <p>Features and lay-out of: Biographies</p>	<p>Reading Skills</p> <p>Developing vocabulary, inferring, predicting, explaining, retrieving and recording information from a text, sequencing, summarizing, evaluating.</p> <p>Decode unfamiliar words with increasing skill and speed.</p> <p>Develop knowledge of root words, prefixes and suffixes.</p> <p>Read and analyse non-fiction texts on habitats and oceans.</p> <p>Recognise figurative language for effect. Analyse and evaluate the effectiveness of different poems. Understand the structure and figurative language in poems.</p> <p>Kennings.</p> <p>Use of dictionaries/thesauruses.</p>
	<p>Texts - Reading for Pleasure</p> <p><i>The Lion, the Witch and the Wardrobe</i></p>	<p><i>The Lion, the Witch and the Wardrobe</i></p>	<p><i>The Story of Tutankhamun</i> <i>Egyptian Cinderella</i></p>	<p><i>The Boy Who Biked the World Part 3</i></p>	<p><i>Beowulf</i></p>	<p><i>Poetry</i> <i>Sky Hawk by Gill Lewis</i></p>



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Writing	<p>Genre: Poetry /setting and character description. Narrative.</p> <p>Writing Skills</p> <p><i>To write a poem ‘Maybe’ based on their dreams and aspirations for the future.</i> To use conditionals- should/would/ could.</p> <p>Explore the use of structure, rhyme, figurative language, description in poetry.</p> <p>Write a setting description.</p> <p>Write a character description.</p> <p>Write a narrative inspired by a film.</p> <p>Proof-read, edit and improve spelling, punctuation, vocabulary and content.</p> <p>Start sentences with a simile starting with ‘As’ or ‘Like’.</p> <p>Write phrases starting with –ing verbs, adverbs and prepositions.</p>	<p>Genre: Non-Fiction/ Explanation/ Recount in Newspaper</p> <p>Writing Skills</p> <p><i>Write non-fiction texts about extreme weather, using headings, sub-headings, themed paragraphs, captions and labelled diagrams.</i></p> <p>Chronological report. <i>Use bullet points and labelled diagrams to explain the Water Cycle.</i></p> <p>Develop the use of the topic sentence.</p> <p>Write using standard English.</p> <p>Recognise and write Proper Nouns.</p> <p>Conjunctions</p> <p>Consistent use of past, present, future tense.</p> <p>Proof-read, edit and improve spelling, punctuation, vocabulary and content.</p>	<p>Genre: Explanation texts</p> <p>Writing Skills</p> <p>Why was the River Nile important to the Ancient Egyptians? Plan and write a non- chronological report .</p> <p>Plan and write a chronological report to explain the process of mummification.</p> <p>Use different formats to plan pieces of writing.</p> <p>Writing in the first/third person.</p> <p>Conjunctions to express time, place and cause.</p> <p>Write fronted adverbials followed by a comma.</p> <p>Consistent use of past, present, future tenses.</p> <p>Use of colons</p> <p>Recognise word families- nouns (including proper nouns), verbs, adjectives, adverbs.</p> <p>Apostrophe for possession v adding ‘s’ for plurals without an apostrophe.</p> <p>Direct speech- use of inverted commas. Use of dialogue+ verb+ adverb.</p> <p>Indirect (reported) speech</p> <p>Proof-read, edit and improve spelling, punctuation, vocabulary and content.</p>	<p>Genre: Narrative/Recount / Diary Writing Skills</p> <p>Writing Skills</p> <p><i>Write the next chapter of a story in the style of the author.</i></p> <p>Create a storyboard.</p> <p>Write a letter recount in the role of a character.</p> <p>Use of different planning formats.</p> <p>Conjunctions.</p> <p>Write consistently in the first or the third person.</p> <p>Consistent use of tenses.</p> <p>Apostrophe for possession v adding ‘s’ for plurals without an apostrophe.</p> <p>Direct speech- use of inverted commas. Use of dialogue+ verb+ adverb.</p> <p>Compound sentences using co-ordinating conjunctions.</p> <p>Sentences with main and sub-ordinate clauses and a range of subordinating conjunctions.</p> <p>Dropping in an ‘-ing’ clause into a sentence.</p> <p>Using a variety of fronted adverbials.</p> <p>Use of 3 powerful verbs in a sentence for action.</p> <p>Write dialogue+ verb+ adverb.</p> <p>Proof-read, edit and improve spelling, punctuation, vocabulary and content.</p>	<p>Genre: Formal letter writing/ persuasive writing.</p> <p>Writing Skills</p> <p><i>Write a CV and letter of application.</i></p> <p>Use a variety of: Fronted adverbials, Expanded noun phrases, Similes and Metaphors,</p> <p>Complex sentences with main and subordinate clauses.</p> <p>Proof-read, edit and improve spelling, punctuation, vocabulary and content.</p>	<p>Genre: Persuasion / formal letter writing / Poetry</p> <p>Writing Skills</p> <p>Use descriptive and figurative language in own poetry.</p> <p> kennings.</p> <p>Formal persuasive letter.</p> <p>Use of Standard English.</p> <p>Adjectives/superlatives</p> <p>Themed paragraphs. Text cohesion-conjunctions, consistent use of tenses.</p> <p>Use of Proper Nouns</p> <p>Use a range of sentence openers in letter-writing.</p> <p>Complex sentences with co-ordinating conjunctions.</p> <p>Proof-read, edit and improve spelling, punctuation, vocabulary and content.</p>



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Spelling	Revise Year 2 Statutory Spellings Year 4 Statutory Spellings Spelling strategies Words ending in ‘-ure’ Homophones Possessive apostrophe with singular proper nouns	Year 4 Statutory Spellings Spelling strategies Prefixes: ‘in-’, ‘il-’, ‘im-’, ‘ir-’ Alternative digraphs-‘oo’/ ‘ou’, ‘ei’/ ‘eigh’/ ‘ey’, ‘sh’/ ‘ch’ (as in ‘chef’) Adding the suffixes ‘-er’, ‘-ed’, ‘-en’, ‘-ing’	Year 4 Statutory Spellings Spelling strategies Words beginning with ‘gu’ Words ending in ‘-ure’ Homophones Proof-reading spellings	Year 4 Statutory Spellings Spelling strategies Prefixes: ‘anti-’, ‘inter-’ Homophones Singular and plural apostrophes for possession plurals Proof-reading spellings	Year 4 Statutory Spellings Spelling strategies Words with ‘sc’ Words ending in ‘tion’, ‘-sion’, ‘-ssion’, ‘-cian’ Homophones singular and plural apostrophes for possession Proof-reading spellings	Year 4 Statutory Spellings Spelling strategies Prefixes: ‘un’, ‘dis’, ‘in-’, ‘re-’, ‘sub-’, ‘auto-’, ‘inter’, ‘super-’, ‘anti-’ Adding the suffix ‘-ly’ to words ending in ‘-le’ and ‘-ic’ Homophones singular and plural apostrophes for possession Proof-reading spellings
Maths	Place value and addition/subtraction Numbers to 1,000 To partition numbers to 1,000 into 100s, 10s and 1s. To recognise and show numbers on a number line to 1,000. To round to the nearest 10. To round to the nearest 100. To count in 1,000s. To multiply and divide by 2, 5 and 10. To represent 4-digit numbers using apparatus and diagrams. To recognise the value of each digit in a 4-digit number. To partition numbers into 1,000s, 100s, 10s and 1s using dienes apparatus, place value counters and part-whole models. To recognise and show numbers on a number line to 10,000. To find 1,10 or 100 more or less than a number. To multiply and divide by 3. To find 1,000 more or less To compare 4-digit numbers. To order numbers up to 10,000. To round to the nearest 1,000. To multiply and divide by 6. To count in 25’s Negative numbers Roman Numerals Roman numerals To multiply and divide by 4 To add and subtract 1s, 10s, 100s and 1,000s	Length and perimeter and multiplication/division Equivalent lengths - m and cm Equivalent lengths - mm and cm Kilometres Add lengths Subtract lengths Measure perimeter Perimeter on a grid Perimeter of a rectangle Perimeter of rectilinear shapes Multiply by 10 Multiply by 100 Divide by 10 Divide by 100 Multiply and divide by 3 The 3 times-table Multiply and divide by 6 6 times-table and division facts Multiply and divide by 9 9 times-table and division facts Multiply and divide by 7 7 times-table and division facts 11 and 12 times-table	Multiplication/ division, Area, time Multiply 3 numbers Factor pairs Efficient multiplication Written methods Multiply 2-digits by 1-digit Multiply 3-digits by 1-digit Divide 2-digits by 1-digit (1) Divide 3-digits by 1-digit Correspondence problems What is area? Counting squares Making shapes Comparing area Telling the time to 5 minutes Telling the time to the minute Using a.m. and p.m. 24-hour clock	Fractions, time Hours, minutes and seconds Years, months, weeks and days Analogue to digital Analogue to digital - 12 hour Analogue to digital - 24 hour Unit and non-unit fractions What is a fraction? Tenths Count in tenths Equivalent fractions Fractions greater than 1 Count in fractions Add fractions Add 2 or more fractions Subtract fractions Subtract 2 fractions Subtract from whole amounts Fractions of a set of objects Calculate fractions of a quantity Problem solving - calculate quantities	Decimals, Money Recognise tenths and hundredths Tenths as decimals Tenths on a place value grid Tenths on a number line Divide 1-digit by 10 Divide 2-digits by 10 Hundredths Hundredths as decimals Hundredths on a place value grid Divide 1 or 2-digits by 100 Make a whole Write decimals Compare decimals Order decimals Round decimals Halves and quarters Pounds and pence Ordering money Estimating money Convert pounds and pence Add and subtract money Give change Four operations	Statistics, Properties of shape, Position and direction Interpret charts Comparison, sum and difference Introducing line graphs Line graphs Turns and angles Right angles in shapes Identify angles Compare and order angles Triangles Quadrilaterals Lines of symmetry Complete a symmetric figure Describe position Draw on a grid Move on a grid Describe movement on a grid



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	<p>To add two 3-digit numbers, not crossing 10 or 100. To add two 4-digit numbers without exchange. To add two 3-digit numbers crossing 10 or 100. To multiply and divide by 8. To add two 4-digit numbers with one exchange. To add two 4-digit numbers with more than one exchange. To subtract a 3-digit number from a 3-digit number without exchange. To subtract two 4-digit numbers with no exchange. To multiply and divide by 2,5, 3, 6, 4 and 8. Subtract a 3-digit number from a 3-digit number with one exchange. Subtract a 4-digit number from a 4-digit number with one exchange. Subtract a 4-digit number from a 4-digit number with more than one exchange. Subtract a 4-digit number from a 4-digit number with more than one exchange. To multiply and divide by 2,5, 3, 6, 4 and 8.</p>					
<p>Science</p>	<p>Sound Curious question: How are sounds made?</p>	<p>States of matter Curious question: How do materials change when heated or cooled?</p>	<p>Animals including humans Curious question: Why are our teeth and digestive system significant?</p>	<p>Electricity Curious question: How do electric circuits work effectively?</p>	<p>Living things and their habitats Curious question: Who Eats Who?</p>	<p>Living things and their habitats Curious question: Why are different habitats important?</p>
	<p>Vibrations travel through the ear Patterns – pitch and object Patterns – volume and vibrations Distance from source – fainter sound</p>	<p>Group materials – solid, liquid, gas Materials change state when heated or cooled Evaporation / condensation in water cycle and effect of temperature</p>	<p>Types of teeth and functions The significance of different parts of the digestive system. Working scientifically</p>	<p>Appliances that use electricity Construct simple series circuit Need for complete loop + battery for lamp to work Switch opens and closes a circuit Common conductor and insulators</p>	<p>Food chains – producers, predators and prey</p>	<p>Working scientifically to compare different habitats Classification keys Environmental change</p>
<p>History</p>	<p>Local areas Curious question: How has the local area changed over time?</p>		<p>Egypt Curious question: Why was the river Nile important to the Ancient Egyptians?</p>		<p>Anglo Saxons Curious question: Why did the Anglo-Saxons invade England?</p>	



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	<p>Study over time tracing how several aspects of national history are reflected in the locality</p> <p>Study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p> <p>(Surrey Heath – changes of the area from heathland to build up area with trees and woodland. Key historical dates and people who influenced the changes / development of the area). Place events, artefacts and historical figures on a timeline using date.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a timeline.</p> <p>Describe changes that have happened in the locality of the school throughout history.</p>		<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of: Ancient Egypt. Use dates and historical terms to describe events.</p> <p>Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past societies.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (the River Nile)</p>		<p>Suggest why certain events happened as they did in history. Suggest why certain people acted as they did in history. Describe different accounts of an historical event, explaining some of the reasons why the accounts may differ.</p> <p>Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne Explain how events from the past have helped shape our lives today. Begin to appreciate why Britain would have been an important country to have invaded and conquered.</p>	
<p>Geography</p>	<p><u>Local areas</u> Curious question: How has our local area changed over time?</p>	<p><u>Climate</u> Curious question: How does climate change affect weather patterns?</p>		<p><u>Europe</u> Curious question: What are the similarities and differences between Northern and Southern Europe?</p>		<p><u>Human impact on the environment</u> Curious question: Why do similarities and differences occur between places? Curious question: How does human activity impact on the environment?</p>



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	<p>Study land-use patterns; and understand how some of these aspects have changed over time</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Know the names and be able to locate some of the counties of England and locate them on a map.</p> <p>Describe the main physical differences between cities and villages.</p> <p>Explain how a locality has changed over time with reference to physical features.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Understand and describe key aspects of physical geography including: the water cycle.</p>		<p>Know the countries that make up the continent of Europe. Understand why there are similarities and differences between places.</p> <p>Identify biomes and vegetation belts.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>		<p>Use maps, atlases, globes and digital/computer mapping to locate countries and oceans and describe features studied</p> <p>Explore human impact on the environment.</p> <p>Positive activity- nature reserves, ecologically planned parks and developments, ponds</p> <p>Negative activity- litter, over-population, over-development, traffic, pollution, deforestation</p>
Computing	<p>Computing systems and networks</p> <p>Curious question: How does the internet improve communication?</p>	<p>Audio editing</p> <p>Curious question: How does digital media present information?</p>	<p>Repetition in shapes</p> <p>Curious question: How does programming affect a game?</p>	<p>Data logging</p> <p>Curious question: How does data get collected and recorded?</p>	<p>Photo editing</p> <p>Curious question: How does a photo affect change?</p>	<p>Repetition in games</p> <p>Curious question: How does using repetition save time?</p>
	<p>To evaluate the consequences of unreliable content</p> <p>To recognise how the content of the WWW is created by people</p> <p>To describe how content can be added and accessed on the World Wide Web</p> <p>To outline how websites can be shared via the World Wide Web</p> <p>To describe how networks physically connect to other networks</p> <p>To recognise how networked devices make up the internet</p> <p>To outline how websites can be shared via the World Wide Web</p> <p>To describe how content can be added and accessed on the World Wide Web</p> <p>To recognise how the content of the WWW is created by people</p> <p>To evaluate the consequences of unreliable content</p>	<p>To identify that sound can be digitally recorded:</p> <p>To use a digital device to record sound:</p> <p>To explain that a digital recording is stored as a file:</p> <p>To explain that audio can be changed through editing:</p> <p>To show that different types of audio can be combined and played together:</p> <p>To evaluate editing choices made:</p>	<p>To identify that accuracy in programming is important</p> <p>To create a program in a text-based language</p> <p>To explain what 'repeat' means</p> <p>To modify a count-controlled loop to produce a given outcome</p> <p>To decompose a program into parts</p> <p>To create a program that uses count-controlled loops to produce a given outcome</p>	<p>To explain that data gathered over time can be used to answer questions</p> <p>To use a digital device to collect data automatically</p> <p>To explain that a data logger collects 'data points' from sensors over time</p> <p>To use data collected over a long duration to find information</p> <p>To identify the data needed to answer questions</p> <p>To use collected data to answer questions</p>	<p>To explain that digital images can be changed</p> <p>To change the composition of an image</p> <p>To describe how images can be changed for different uses</p> <p>To make good choices when selecting different tools</p> <p>To recognise that not all images are real</p> <p>To evaluate how changes can improve an image</p>	<p>To develop the use of count-controlled loops in a different programming environment</p> <p>To explain that in programming there are infinite loops and count controlled loops</p> <p>To develop a design which includes two or more loops which run at the same time</p> <p>To modify an infinite loop in a given program</p> <p>To design a project that includes repetition</p> <p>To explain that computers can be connected together to form systems</p>
E- Safety	Responsibility					



	Curious question: How can I stay safe online?					
Art	Artists Curious question: How do the styles of Lowry and Rizzi compare?	Paint Curious question: How do different colours compliment and improve a picture?	3D Curious question: How does an effective plan aid success?	Printing Curious question: How are prints created to allow finer details?	Drawing How do different pencils create different shades and effects?	Combination of skills and knowledge Curious question: How do we use different techniques when creating 3D shapes?
	<p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Make informed choices in drawing including paper and media.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Collect images and information independently in a sketchbook.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p>	<p>Make and match colours with increasing accuracy.</p> <p>Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Choose paints and implements appropriately.</p> <p>Plan and create different effects and textures with paint according to what they need for the task.</p> <p>Show increasing independence and creativity with the painting process.</p> <p>Use a variety of materials.</p>	<p>Make informed choices about the 3D technique chosen.</p> <p>Show an understanding of shape, space and form.</p> <p>Plan, design, make and adapt models.</p> <p>Talk about their work understanding that it has been sculpted, modelled or constructed.</p> <p>Use a variety of materials.</p>	<p>Research, create and refine a print using a variety of techniques.</p> <p>Select broadly the kinds of material to print with in order to get the effect they want</p> <p>Resist printing including marbling, silkscreen and cold-water paste.</p>	<p>Select and record from first- hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Collect images and information independently in a sketchbook.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p> <p>Use pencil, charcoal and chalk to create contrasting effects of line and texture and tone.</p> <p>Make observation drawing of an object to show shape and pattern.</p> <p>Combine painted background with drawing in felt pen.</p> <p>Use pencil to create contrasting effects of line and texture and tone.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p>	<p>-Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Match the tool to the material.</p> <p>-Combine skills more readily.</p> <p>-Choose collage or textiles as a means of extending work already achieved.</p> <p>-Refine and alter ideas and explain choices using an art vocabulary.</p> <p>-Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements</p> <p>Make informed choices about the 3D technique chosen.</p> <p>-Show an understanding of shape, space and form.</p> <p>-Plan, design, make and adapt models.</p> <p>-Talk about their work understanding that it has been sculpted, modelled or constructed.</p>
DT	Sound Curious question: Can I design a stringed musical instrument to demonstrate the relationship between pitch/ volume and vibrations?	Sewing Curious question: What is the most effective stitch for sewing a hanging Christmas decoration?	Egypt Curious question: How do you make Egyptian flat breads?	Circuits and switches Curious question: Can you design and make a light-up lantern with a circuit and a switch?	Weaving Curious question: Which tools, materials and methods are most effective for weaving?	
	<i>(Link with Science topic on sound)</i>	<p>Sew using a range of different stitches.</p> <p>Measure, tape or pin, cut and join fabric with some accuracy.</p>	<p>Prepare ingredients hygienically using appropriate utensils.</p>	<p>Disassemble and evaluate familiar products.</p> <p>Create a circuit with a switch.</p>	<p>Generate ideas, considering the purposes for which they are designing.</p>	



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		<p>Use simple graphical communication techniques.</p> <p>Generate ideas, considering the purposes for which they are designing</p> <p>Make labelled drawings from different views showing specific features</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail.</p> <p>Select tools and techniques for making their product.</p> <p>Evaluate products and identify criteria that can be used for their own designs</p> <p>Evaluate their work both during and at the end of the assignment.</p> <p>Evaluate their products carrying out appropriate tests.</p>	<p>Measure ingredients to the nearest gram.</p> <p>-Assemble and cook ingredients (controlling the temperature of the oven or hob, if cooking).</p>	<p>Generate ideas, considering the purposes for which they are designing</p> <p>Make labelled drawings from different views showing specific features</p> <p>Develop a clear idea of what must be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail.</p> <p>Select tools and techniques for making their product.</p> <p>Evaluate their work both during and at the end of the assignment</p> <p>Evaluate their product carrying out appropriate tests</p>	<p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail.</p> <p>Select tools and techniques for making their product.</p> <p>Evaluate products and identify criteria that can be used for their own designs</p> <p>Evaluate their work both during and at the end of the assignment.</p>	
	<p>Team Games Curious question: How do different people respond to different games?</p>	<p>Cricket Curious question: How do you play cricket successfully?</p>	<p>Dance Curious question: How does dance relate to the world around us?</p>	<p>Orienteering Curious question: How do orienteering skills relate to everyday life and survival?</p>	<p>Athletics Curious question: How does repetition increase performance?</p>	<p>Tennis Curious question: How does tennis improve strength, hand-eye co-ordination</p>
PE	<p>Creating games and challenges using sporting equipment</p> <p>Understanding the idea of circuits/circuit training</p> <p>To create a set of rules/instructions to play game successfully</p> <p>To successfully collaborate with peers</p> <p>To communicate effectively with others.</p>	<p>How to catch a ball with increasing accuracy</p> <p>How to throw a ball with increasing accuracy</p> <p>How to bowl a ball with increasing accuracy</p> <p>How to strike a ball with increasing accuracy</p> <p>How to field in cricket</p> <p>How to successfully play a game of cricket</p>	<p>Learn different Dance techniques:</p> <p>Unison</p> <p>Call and Response</p> <p>Canon</p> <p>Isolation</p> <p>Explore different ways of travelling in dance</p> <p>Performing a routine/motif at different levels</p> <p>Developing balance, coordination, control of movements and awareness of the music</p>	<p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use 4 compass points well and begin to use 8 compass points</p> <p>Use letter/no. co-ordinates to locate features on a map confidently.</p> <p>Make a map of a short route experienced, with features in correct order.</p> <p>Begin to recognise symbols on an OS map.</p>	<p>To adopt a successful sprinting technique.</p> <p>To develop techniques to be more effective when running.</p> <p>To develop techniques to be more effective when throwing.</p> <p>To develop techniques to be more effective when jumping.</p> <p>To recognise that improving fluency of movements increases performance.</p>	<p>Striking a ball with increasing accuracy</p> <p>To understand the rules of tennis racket</p> <p>To understand how to hold a tennis racket</p> <p>To practise serving the ball accurately.</p> <p>To improve effectiveness when volleying.</p> <p>To understand different types of techniques when hitting the ball – forehand, backhand, slice, etc</p>
RE	<p>How can a synagogue help us to understand the Jewish faith?</p> <p>Learn about:</p> <p>the meaning behind the key features, artefacts & symbols found in a synagogue;</p> <p>the significance of the synagogue for Jews in terms of being a place for worship, learning and community;</p> <p>that Jews believe the Torah is law, teaching and guidance;</p> <p>how its significance is reflected in the location & treatment of the scrolls;</p> <p>that the teachings contained within the Torah include the <i>shema</i>, and form the core beliefs of Judaism;</p> <p>that the <i>shema</i> is both</p>	<p>Why is praying important to Christians?</p> <p>Learn that:</p> <p>Jesus taught people how to pray using the model of the Lord's Prayer;</p> <p>that there are important Christian beliefs contained within the Lord's Prayer; that this prayer is prayed in Christian communities all over the world;</p> <p>Explore and interpret the words of the Lord's Prayer.</p> <p>that there are different versions of the Lord's Prayer to help people to understand it better;</p>	<p>What is wisdom?</p> <p>Learn:</p> <p>'Knowledge' and 'wisdom' are not the same thing</p> <p>Wisdom is a set of values and experiences which guide people in their lives</p> <p>How wise sayings from important books and leaders can help people live their lives e.g. in Buddhism, Islam, Humanism</p> <p>That the book of Proverbs contains some of the wisdom of King Solomon and is significant for both Jews and Christians that for Christians, Jesus is God's wisdom in a person, teaching and showing people how to live wisely</p>	<p>Why do Christians call God 'Father'?</p> <p>Learn some things that Christians believe about God and his nature, using images from the Old Testament & the person of Jesus. Learn about God as Jesus portrays him in the parable of the Prodigal Son / Loving Father</p> <p>How does Lent help Christians prepare for Easter?</p> <p>Consider Christian practices during Lent across the world.</p>	<p>Is Christian worship the same all around the world?</p> <p>To compare a variety of current Christian worship styles and formats drawn from differing cultural contexts</p> <p>To explore the common beliefs and stories expressed in such rituals, music and images/artefacts.</p>	<p>What do Sikhs value?</p> <p>Explore the key beliefs of Sikhism, including the importance of equality.</p> <p>Understand what Sikhs value, and how they express this through their community life and the wearing of the Five Ks.</p>



Year 4 – Year Plan

		<p>How can artists help us understand Christmas? Reflect about what the Christmas story is about. Interpret different symbols used by artists to express the mysterious events of the nativity and to express deep Christian beliefs about the person of Jesus. Learn that at Christmas time, Christians celebrate the concept of 'incarnation' – God born as a human being in the person of Jesus. Know that it is possible to respond and reflect upon Christian art with their own artistic expression.</p>	<p>that for some people, wisdom is found apart from God</p>	<p>Explore the common themes within Lent Reflect on why a period of preparation for Easter might be important for Christians.</p>		
PSHCE	<p>Being Me in My World Becoming a Class 'Team' Being a School Citizen Rights, Responsibilities and Democracy Rewards and Consequences Our Learning Charter Owing Our Learning Charter</p>	<p>Celebrating Differences Judging by Appearances Understanding Influences Recognising Bullying and its Effect on Victims and Witnesses Helping and Problem-Solving in a Bullying Situation Liking and Respecting Yourself and Your Uniqueness</p>	<p>Dreams and Goals Hopes and Dreams Broken Dreams and Coping with Disappointment Creating plans and goals after disappointment- developing resilience Achieving Goals-Group Work</p>	<p>Healthy Me Making and Valuing Friends Group Dynamics Smoking Alcohol Peer pressure Celebrating your inner strength and assertiveness-knowing the difference between right and wrong</p>	<p>Relationships Jealousy in Relationships Love and Loss Memories of Someone You No Longer See Changes in Friendships: Getting on and Falling Out Girlfriends and Boyfriends- Special Relationships for when you are older</p>	<p>Changing Me Understand that some personal characteristics have come from my birth parents due to the joining of their egg and sperm. Appreciate that everybody is a unique human being. Learn the internal and external parts of male and female bodies that are necessary for making a baby. Understand that having a baby is a personal choice Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. Develop strategies to cope with the physical and emotional changes that will occur during puberty.</p>
Visits/Workshops	<p><i>Surrey Heath Museum workshop</i> <i>Trip to Mindenhurst, Deepcut for Geography Field work and environmental studies</i></p>				<p>Residential to Ufton Court on 15-17th May 2023- Anglo-Saxon theme</p>	<p>Trip to Tomlin's Pond and Woods to support Science/Geography work</p>