



YEAR 4 CURRICULUM 2019 - 2020

ART

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Area of Learning	National Curriculum Objective	Skills / Knowledge	Links to Learning
Drawing	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p>	<ul style="list-style-type: none"> Use a sketchbook to collect and develop ideas Experiment with ways in which surface detail can be added to drawings <p><u>Line and marks</u></p> <ul style="list-style-type: none"> Make marks and lines with a wide range of drawing implements, e.g. Charcoal, pencil, crayon, chalk pastels, pens etc Experiment with different grades of pencil and other implements to create lines and marks <p><u>Form and shape</u></p> <ul style="list-style-type: none"> Begin to show an awareness of objects having a third dimension <p><u>Tone</u></p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to achieve variations in tone Apply tone in a drawing in a simple way Apply a simple use of pattern and texture in drawing 	<p>Year 2 art – drawing – reinforce and build on previous investigation of tone (drawing light/dark lines, light/dark shapes)</p> <p>Year 3 art – sculpture – added patterns and details to surface of clay</p> <p>Year 3 art – painting – learnt about shades and tones</p>
<p>Printing</p> <p>ARTIST STUDY: Rembrandt</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques</p> <p>About great artists, architects and designers in history and understand the historical and cultural development of their art forms.</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p>	<ul style="list-style-type: none"> Use a sketchbook to collect and develop ideas Create printing blocks using a relief method Understand the mono-printing process. Develop skills in mono-printing using different colours and working from light to dark. 	<p>Reinforce year 1 and year 3 vocabulary from painting – primary colours, secondary colours, tertiary colours, shades, tints and tones</p> <p>Year 2 printing – learnt to print with different materials, including rubbings</p>

Collage	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p>	<ul style="list-style-type: none"> • Use a sketchbook to collect and develop ideas • Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures • Use collage as a means of collecting ideas and information and building a visual vocabulary 	Year 2 collage – learnt to create, sort and arrange shapes based on colour
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COMPUTING

Units of work: Coding, Online Safety, Spreadsheets, Logo, Animation, Effective Searching, Hardware Investigators.

Area of Learning	National Curriculum Objective	Skills / Knowledge	Links to Learning
<p>Computer Science</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.</p>	<p>When turning a real-life situation into an algorithm, the children’s design shows that they are thinking of the required task and how to accomplish this in code using coding structures for selection and repetition. Children make more intuitive attempts to debug their own programs.</p> <p>Children’s use of timers to achieve repetition effects are becoming more logical and are integrated into their program designs. They understand ‘if statements’ for selection and attempt to combine these with other coding structures including variables to achieve the effects that they design in their programs. As well as understanding how variables can be used to store information while a program is executing, they are able to use and manipulate the value of variables. Children can make use of user inputs and outputs such as ‘print to screen’.</p> <p>Children’s designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, ‘if’ statements, repetition and variables. They can trace code and use step-through methods to identify errors in code and make logical attempts to correct this. They can ‘read’ programs with several steps and predict the outcome accurately.</p> <p>Children recognise the main component parts of hardware which allow computers to join and form a network. Their ability to understand the online safety implications associated with the ways the internet can be used to provide different methods of communication is improving.</p>	<p>KS1 + Y3 – Coding</p>
<p>Information Technology</p>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>	<p>Children understand the function, features and layout of a search engine. They can appraise selected webpages for credibility and information at a basic level.</p>	<p>Y2 + Y3 – Search Engines.</p>

	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Children are able to make improvements to digital solutions based on feedback. Children make informed software choices when presenting information and data. They create linked content using a range of software. Children share digital content within their community, i.e. using Virtual Display Boards.	KS1 + Y3 – Spreadsheets.
Digital Literacy	Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact.	Children can explore key concepts relating to online safety. They can help others to understand the importance of online safety. Children know a range of ways of reporting inappropriate content and contact.	KS1 + Y3 – Online Safety

Area of Learning	National Curriculum Objective	Skills / Knowledge	Links to Learning
Electrical systems	<p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] □</p> <p><u>Design</u></p> <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional <p><u>Make</u></p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks accurately <p><u>Evaluate</u></p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing products • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • Understand how key events and individuals in design and technology have helped shape the world – Thomas Edison and invention of lightbulb 	<ul style="list-style-type: none"> • Cut materials accurately and safely by selecting the appropriate tools • Measure and mark out accurately (to the nearest mm) • Select appropriate joining techniques both in temporary and permanent ways (e.g. using pins to secure fabric before sewing) 	<p>Year 3 science – light</p> <p>Year 4 science – electricity</p>
Textiles	<p><u>Design</u></p> <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • Generate, develop, model and communicate their ideas through discussion, annotated sketches <p><u>Make</u></p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • Select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities <p><u>Evaluate</u></p>	<ul style="list-style-type: none"> • Cut materials accurately and safely by selecting the appropriate tools • Measure and mark out accurately (to the nearest mm) • Select appropriate joining techniques both in temporary and permanent ways (e.g. using pins to secure fabric before sewing) • Use finishing techniques to improve the appearance of their product using a range of techniques. 	<p>Year 2 DT – basic stitching techniques developed</p>

	<ul style="list-style-type: none">• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work• Understand how key events and individuals in design and technology have helped shape the world		
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GEOGRAPHY

Area of Learning	National Curriculum Objective	Skills / Knowledge	Links to Learning
Settlement and land use (Autumn).	<p>Human and Physical Geography: Describe and understand key aspects of human Geog: different types of settlement and land use. (Recap of Year 3 work on Romans and Iron Age-Stone Age)</p>	Relate land use and trade to settlements.	
Europe – Germany focus (Spring)	<p>Locational Knowledge: Locate the world's countries, using maps to focus on Europe (inc the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries and major cities. (Languages Link with German)</p> <p>Human and Physical Geography: Describe and understand key aspects of: Physical Geography, including mountains, earthquakes, volcanoes and the water cycle.</p> <p>Geographical Skills and Fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four figure grid references (and OS maps) to build knowledge of a European country. (Germany)</p>	<p>Locate and label countries in Europe using a map. Explore the environmental regions, key physical and human characteristics (hills, mountains, coasts and rivers) of countries and their major cities.</p> <p>Locate places in Europe where volcanoes and earthquakes occur. Understand and be able to communicate in different ways the cause of volcanoes and earthquakes and the processes involved. Draw diagrams, produce writing and use the correct vocabulary when exploring earthquakes, mountains and volcanoes. Consider the effects on the immediate population. Identify the different stages of the water cycle.</p>	SL to attend Norfolk Broads Trip.
Holt Hall. (Summer)	<p>Geographical Skills and Fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four figure grid references (and OS maps) to build knowledge of the UK.</p> <p>Human and Physical Geography: Describe and understand key aspects of human Geog: different types of settlement and land use. (Link to Vikings and Anglo-Saxons)</p>	<p>Use locational language to describe the location of points on a map. Use maps, atlases, globes and digital/computer mapping. Use the eight points of a compass, four figure grid references (and OS maps) to locate position.</p> <p>Look at pictures and labelled diagrams of different historical settlements over time. Produce own pictures and labelled diagrams. Study maps of Anglo Saxon and Viking settlements. Draw conclusions about the location of the settlements based on prior knowledge. Compare with current maps and make suggestions about change. Study how land in the local area was used and the trade links the historical periods studied. Look at land use in the same area today and consider how and why this has changed.</p>	Holt hall Trip.

HISTORY

Area of Learning	National Curriculum Objective	Skills / Knowledge	Links to Learning
The Romans (Autumn)	The Roman Empire and its impact on Britain.	<p>Chronology: Sequence events on a timeline. Use and explain related terms and dates to the period. Understand more complex terms BC, AD.</p> <p>Historical Knowledge: Use evidence to find out about everyday lives of the Romans. Identify, understand and explain reasons for and the results of people's actions and describe the impacts on today.</p> <p>Interpretations of history: Identify and explain ways in which the past is represented. Compare and contrast different sources and speculate why the accounts may differ.</p> <p>Historical Enquiry: Use a range of sources to find out about a period of time. Select and summarise relevant information. Ask a variety of questions.</p>	Assembly – process involved. Knowledge. Historical Enquiry.
Stone Age and Iron Age. (Summer)	Changes in Britain from the Stone Age to the Iron Age.	<p>Chronology: Sequence events on a timeline. Sequence artefacts on a timeline Use and explain related terms and dates to the period. Understand more complex terms BC, AD.</p> <p>Historical Knowledge: Use evidence to find out about everyday lives of the studied period and compare and contrast with our lives today. Identify, understand and explain reasons for and the results of people's actions.</p> <p>Interpretations of history: Identify and explain ways in which the past is represented. Compare and contrast different sources and speculate why the accounts may differ.</p> <p>Historical Enquiry: Use a range of sources to find out about a period of time. Select and summarise relevant information. Ask a variety of questions.</p>	

MFL

Areas of Learning	National Curriculum Coverage Skills / Knowledge	Links to Learning
<p>GERMAN</p> <p>Autumn</p> <p>Greetings How are you? My name is... Numbers to 12 My age... Colours St Martin Christmas</p> <p>Spring</p> <p>Pets Days of the week Weather Months/seasons Easter</p> <p>Summer</p> <p>Numbers 13+ Where I live (countries/compass/housing) Rooms in the house My family</p>	<p>As Y3</p> <ul style="list-style-type: none"> ♣ listen attentively to spoken language and show understanding by joining in and responding ♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ♣ appreciate stories, songs, poems and rhymes in the language ♣ develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases ♣ speak in sentences, using familiar vocabulary, phrases and basic language structures ♣ present ideas and information orally to a range of audiences ♣ read carefully and show understanding of words, phrases and simple writing <p>Plus:</p> <ul style="list-style-type: none"> ♣ engage in conversations; ask and answer questions; <u>express opinions and respond to those of others</u> ♣ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material <p>Grammar: masculine/feminine/neuter I/you/he/she/it</p>	<p>Link to Anglo Saxons Link to Geog – Germany Links to SPaG</p>

MUSIC

Area of Learning	National Curriculum Objective	Skills / Knowledge	Links to Learning
<p>AUTUMN Large ensemble playing</p> <p>Learning the culture, music, traditions, songs and rhythms of music from Brazil.</p>	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the interrelated dimension of music. Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different tradition and from great composers and musicians. Develop an understanding of the history of music. 	<p>Listening & Integrated dimensions of music Identifying the '4' in a song, or identifying if a song is in a major or minor key Hear how all the different parts of an ensemble fit together. Focus on how the playing of an individual affects the playing of other individuals within an ensemble.</p> <p>Playing Learn to play as part of an ensemble that has several sections playing different parts of varying complexity. Choose a section that best suits your ability.</p> <p>Composing and improvisation Learn how to adapt your playing between small and large groups.</p> <p>Singing Start to sing in a simple harmonies Learn how songs fit with rhythms. Learn songs of greater complexity</p> <p>Performing Perform regularly as a class ensemble in music lessons.</p>	<p>Yr3 summer term – playing in small groups to developing to a whole class ensemble.</p> <p>Yr2 and yr3 singing skills</p>
<p>SPRING Large ensemble playing</p> <p>Learning the culture, music, traditions, songs and rhythms of music from Brazil.</p> <p>WCT instrumental lessons</p>	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the interrelated dimension of music. Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different tradition and from great composers and musicians. Develop an understanding of the history of music. 	<p>Listening & Integrated dimensions of music Listen to all of the different parts of the ensemble whilst playing your part. Appreciate how an individual's playing can transform a piece of music, however simple or complex.</p> <p>Playing – untuned Respond to a conductor who is using many different aural and visual prompts, all whilst maintaining your own rhythm. Appoint section leaders within the ensemble. Give pupils a chance to lead the whole ensemble.</p> <p>Composing and improvisation Encourage pupils with their composition ideas within the rehearsals</p> <p>Singing Further develop singing in a simple harmonies Learn songs of greater complexity</p> <p>Performing Perform with increasing confidence. Perform a simple ensemble instrumental piece from WCT.</p>	<p>Yr1 and 2 – responding to simple conducting, start and stop.</p> <p>Y1 and Yr2 – singing in unison a variety of songs.</p> <p>Yr3 introduction to drummer notation moving onto the stave notation WCT</p>

<p>SUMMER Large ensemble playing</p> <p>Learning the culture, music, traditions, songs and rhythms of music from Brazil.</p>	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, fluency, control and expression. • Improvise and compose music for a range of purposes using the interrelated dimension of music. • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different tradition and from great composers and musicians. • Develop an understanding of the history of music. 	<p>Listening & Integrated dimensions of music Listen closely to examples of improvisation including riffs and fills.</p> <p>Playing Play confidently as part of an ensemble that has several sections playing different parts of varying complexity. Choose a section that best suits your ability.</p> <p>Composing and improvisation Learn to play riffs and fills in a large group ensemble 'Jam' in large group settings.</p> <p>Singing Continue learning songs of greater complexity and develop use of dynamics.</p> <p>Performing Performing to a wider audience e.g. sports day, Wicklewood School BBQ. Introduce more visual elements to the performances. Perform with increasing confidence.</p>	<p>Yr4 Autumn & Spring Playing as a class ensemble</p> <p>Yr1 &2 moving/dancing in time with the music</p> <p>Yr1,2,3& 4 developing performance confidence and skills in class and in assembly.</p>
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PE

Area of Learning	National Curriculum Objectives	Skills / Knowledge	Links to Learning
Yoga	To develop flexibility, strength, technique, control and balance.	Mindfulness and body awareness. They recall yoga poses and techniques that will help them to connect their mind and body. Improve well-being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Breathing, meditation, relaxation, flexibility, strength balance, coordination .	Yoga in Year 1 and Year 2.
OAA	To take part in outdoor and adventurous activity challenges both individually and within a team. To communicate, collaborate and compete with each other.	Listening, teamwork, planning, leading, communication, trust, map reading, orientation, follow rules/instructions, plan, solve, reflect and improve on strategies.	Teamwork activities from Year 1 and 2. OAA in Year 3 and re-visited every year after.
Dance	To perform dances using a range of movement patterns.	Create characters and narrative through movement and gesture. Inspiration from a range of stimulus, working individually, in pairs and small groups. Use movement to explore and communicate ideas and issues , and their own feelings and thoughts. Canon, unison, formation, phrase, motif, stimulus, dynamics, character, structure, space.	Dance in Year 1 2 3.
Football	To apply basic principles suitable for attacking and defending. To apply basic principles of running and control. To play competitive games and work collaboratively in a team.	Invasion, possession, attacking. Uneven and even sided games. Dodge a defender and defend an opponent. Use skills, strategies and tactics to outwit the opposition. Simple rules. Evaluate their own and others' performances and suggest improvements. Passing, catching, throwing, dribbling, attacking, defending, shooting , intercepting, tracking, tackling.	Invasion games in previous years. Football revisited in Year 6.
Netball	To apply basic principles suitable for attacking and defending. To use throwing, jumping, running and catching in combination.	Keep possession of the ball using attacking skills. Play uneven and even sided games. Learn how to dodge a defender and how to defend an opponent. Think about how to use skills, strategies and tactics to outwit the opposition. Introduced to simple rules. Learn how to evaluate their own and others' performances and suggest improvements. Passing with increasing control, catching, throwing, attacking, defending, shooting, intercepting, tracking.	Basketball in Year 3 and then in Year 5. Netball revisited in Year 6.
Gymnastics (including safety)	To develop flexibility, strength, technique, control and balance.	Create more complex sequences . Learn a wider range of traveling actions and include the use of pathways . Develop more advanced actions such as inverted movements and explore ways to include apparatus. Work independently and with a partner to build sequences. Develop performance skills considering the quality and control of their actions. Individual	Year 1, 2 and 3. Gymnastics revisited every year.

		and partner balances, jumps using rotation , straight roll, barrel roll, straddle roll, bridge, shoulder stand.	
Tag Rugby	To apply basic principles suitable for attacking and defending. To use throwing, jumping, running and catching in combination.	Keep possession of the ball using attacking skills. Play uneven and even sided games. They will learn how to dodge a defender and how to defend an opponent. Think about how to use skills, strategies and tactics to outwit the opposition. Pupils will be introduced to simple rules. Learn how to evaluate their own and others' performances and suggest improvements. Passing, catching, throwing, attacking, defending, scoring, intercepting, tracking, tagging.	Invasion games in all previous years. Revisit tag rugby again in Year 6.
Sports day	To use running, jumping, throwing and catching in isolation and in combination. To take part in competitive activities.	Sprinting , running over obstacles, jumping for distance, jumping for height, push throwing for distance, pull throwing for distance.	Social and emotional development.
Athletics	To use running, jumping, throwing and catching in isolation and in combination.	Sprinting , running over obstacles, jumping for distance, jumping for height, push throwing for distance, pull throwing for distance.	Athletics revisited every year. Met basic throwing, jumping and running in Year 1.
Cricket	To use running, jumping, throwing and catching in isolation and in combination. To apply principles of attacking and defending.	Learn how to strike the ball into space so that they can score points. When fielding, learn how to keep the batters' scores low and how to play in different fielding roles . Think about how they use skills, strategies and tactics to outwit the opposition . Introduced to simple rules. Learn how to evaluate their own and others' performances and suggest improvements . Underarm throwing, overarm throwing, overarm bowling, underarm bowling, fielding, batting, tracking a ball , retrieving a ball.	Striking and fielding in Year 1. Sending and receiving in Year 2. Kwik cricket festival at Hethersett and Tas Valley Cricket Club.
Tennis	To use running, jumping, throwing and catching in isolation and in combination. To apply principles of attacking and defending	Key skills required for tennis, racket control, underarm throwing, catching, ready position, forehand, backhand, rallying, dodging, blocking, return a ball to a partner.	Net and wall games in Year 2 – ready position and throwing.

PSHE

Area of Learning	PSHE Association Objective	Skills / Knowledge	Links to Learning
<p>Relationships</p>	<p>Keeping something confidential or secret; when to break a confidence; recognise and manage dares.</p> <p>Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers.</p> <p>Listen and respond effectively to people; share points of view</p>	<ul style="list-style-type: none"> • To explain the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' • To understand that their actions affect themselves and others • to listen and respond respectfully to a wide range of views, to be confident to raise their own concerns, to recognise and respect other people's feelings and to try to see, respect and understand others' points of view and to constructively challenge others' points of view • to develop strategies to resolve disputes and conflicts through negotiation and appropriate compromise and to give and receive constructive feedback and support to benefit others as well as themselves. • to understand personal boundaries; to identify what they can share with their most special people; friends; classmates and that we all have rights to privacy 	<p>Link with Year 3 Healthy Relationships</p>
<p>Living in the Wider World</p>	<p>Discuss and debate health and wellbeing issues. Appreciating difference and diversity in the UK and around the world. Sustainability of the environment across the world.</p> <p>Role of money; managing money (saving and budgeting); what is meant by interest and loan.</p>	<ul style="list-style-type: none"> • to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom • to consider the lives of people living in other places, and people with different values and customs • to consider that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world • to understand about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. • to develop an initial understanding of the concepts of 'interest', 'loan' 	<p>Link with Year 3 Being part of a Community</p> <p>Link with Year 3 Enterprise.</p> <p>Citizenship and raising money - Charity</p>

Health and Wellbeing	<p>What makes a balanced lifestyle and making choices; drugs common to everyday life; hygiene and germs.</p> <p>Recognising what they are good at; setting goals; changes at puberty. Changes that happen in life and feelings associated with change.</p> <p>How to keep safe in local area and online; people who help them stay healthy and safe.</p>	<ul style="list-style-type: none">• to make informed choices (including recognising that choices can have positive, neutral and negative consequences).• to begin to understand the concept of a 'balanced lifestyle' that bacteria and viruses can affect health and that following simple routines can reduce their spread•• To explain how their body will, and their emotions may, change as they approach and move through puberty• to differentiate between the terms, 'risk', 'danger' and 'hazard'• to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience• to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves	Link with Year 3 Keeping Clean
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Area of Learning	Norfolk Agreed Syllabus Objective	Skills/Knowledge	Links to Learning
<p>Autumn</p> <p>How does religion play a part in people's life journey?</p> <p>What do stories about Rama and Krishna teach Hindus about the role of avatars?</p>	<p>Sacrament, Rites of Passage, Samsara, Dharma, Christian and some Hindu focus.</p> <p>Avatar</p>	<p>To show understanding of the ways of belonging to religions and what these involve.</p> <p>To give meanings for the stories about Rama and Sita and how they explain avatars.</p>	<p>Link to Year 3 Celebrating Eucharist</p>
<p>Spring</p> <p>If life is a journey does it ever end?</p> <p>Why do Christian people need to be saved?</p>	<p>Samsara, Karma, moksha, resurrection, heaven, hell and eternal life.</p> <p>Salvation, reconciliation, redemption, atonement, forgiveness</p>	<p>Asking questions about puzzling aspects of life. Suggesting answers referencing the religions being taught.</p> <p>Comment on and describe the impact of this belief.</p>	<p>Link to Year 3 What can we learn from the story of Easter about being saved</p>
<p>Summer</p> <p>Why do people go on pilgrimage? (include visit to Walsingham?)</p> <p>Why is going on the Hajj important to Muslims?</p>	<p>Pilgrimage. Focus on Walsingham, Christian focus.</p> <p>Pilgrimage, discipleship, Ibadah, submission, duty</p>	<p>To show understanding of the ways of belonging to religions and what these involve focusing on Christians.</p> <p>To show understanding of the ways of belonging to Islam and what it involves.</p>	

SCIENCE

Area of Learning	National Curriculum Objective	Skills / Knowledge	Links to Learning
Living Things and their Habitats	Pupils should be taught to: <ul style="list-style-type: none"> ● recognise that living things can be grouped in a variety of ways ● explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment ● recognise that environments can change and that this can sometimes pose dangers to living things 	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"> ● asking relevant questions and using different types of scientific enquiries to answer them ● setting up simple practical enquiries, comparative and fair tests ● making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers ● gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ● recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ● reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ● using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ● identifying differences, similarities or changes related to simple scientific ideas and processes ● using straightforward scientific evidence to answer questions or to support their findings. 	Living things and their habitats (year 2)
Plants	Pupils should be taught to: <ul style="list-style-type: none"> ● identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. ● explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. ● investigate the way in which water is transported within plants. ● explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 		Plants (year 1, 2 and 3)
Animals including Humans	Pupils should be taught to: <ul style="list-style-type: none"> ● describe the simple functions of the basic parts of the digestive system in humans ● identify the different types of teeth in humans and their simple functions ● construct and interpret a variety of food chains, identifying producers, predators and prey 		Animals including humans (year 1, 2 and 3)
States of Matter	Pupils should be taught to: <ul style="list-style-type: none"> ● compare and group materials together, according to whether they are solids, liquids or gases ● observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) 		Seasonal changes (Year 1)

	<ul style="list-style-type: none"> ● identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 		
Sound	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● identify how sounds are made, associating some of them with something vibrating ● recognise that vibrations from sound travel through a medium to the ear ● find patterns between the pitch of a sound and features of the object that produced it ● find patterns between the volume of a sound and the strength of the vibrations that produced it ● recognise that sounds get fainter as the distance from the sound source increases 		
Electricity	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● identify common appliances that run on electricity ● construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers ● identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery ● recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit ● recognise some common conductors and insulators, and associate metals with being good conductors 		