



SUMMER TERM CURRICULUM PLAN

YEAR GROUP 4

<p>OUR WHOLE-SCHOOL VISION FOR EVERY MOORHILL CHILD</p>	<p>When our children leave Moorhill, they will be motivated and inspired learners who are articulate, literate, and numerate. They will know that by working hard and working together they can achieve greater success; they will have high aspirations, lifelong skills for learning and will successfully demonstrate our core values in all areas of our lives.</p>		
<p>THE VISION OF THE CURRICULUM AT MOORHILL PRIMARY SCHOOL</p>	<p>Our curriculum is cohesive across the local and wider community and across subjects and topics, providing challenge and celebrating our individuality as a school and community. In developing cohesion, there is clear, planned, and well-sequenced learning so that new knowledge and skills build on what has been taught before.</p>	<p>Our curriculum is creative, developing memorable experiences so that children are enthused by their learning, which creates awe and wonder. Children explore and develop our school values through active learning experiences. They develop lifelong skills for learning and gain cultural capital within and outside of our community.</p>	<p>Our curriculum is collaborative. Children build emotional resilience and develop their articulation and self-confidence. Through a clear sense of motivation and purpose, children take ownership of their learning, and this is shared by our whole school community. Every member of the school community has high expectations of themselves and others and recognise that everyone can achieve success.</p>

<p>Experiences and the wider use of the environment for this term.</p>	<p>Base Camp activity Music teacher for recorder Use of outdoor spaces for drama to support curriculum learning. Other areas of the school to support learning.</p>
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SCIENCE		
Key Learning Point – Skills	Key Learning Point – Knowledge	Vocabulary
<p>Animals Including Humans</p> <ul style="list-style-type: none"> • Identify the different types of teeth in humans and their simple functions • Identify functions of the human digestive system • Construct and interpret a variety of food chains, identifying producers, predators and prey <p>Living Things and Their Habitats</p> <p>Explore and use classification keys to help, group, identify and name a variety of living things in their local and wider environment</p>	<p>Animals Including Humans</p> <ul style="list-style-type: none"> • Describe the simple functions of the basic parts of the digestive system in humans. • Know that different teeth allow us to do different things. • Understand how food chains work and what impact this has. <p>Living Things and Their Habitats</p> <ul style="list-style-type: none"> • Recognise that living things can be grouped in a variety of ways • Recognise that environments can change and this can sometimes pose dangers to living things 	<p>Animals Including Humans</p> <ul style="list-style-type: none"> - Digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus, teeth, incisor, canine, molar, premolars, herbivore, carnivore, omnivore, producer, predator, prey, food chain

		Living things and their Habitats Classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate
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HISTORY

Egyptians: <ol style="list-style-type: none"> 1. Howard Carter gets a surprise 2. How did the Ancient Egyptians live? 3. How did Egypt change over time? 4. What did Ancient Egyptians believe? 5. What did Ancient Egyptians believe about death? 6. How did the Ancient Egyptians write?

GEOGRAPHY

Rivers <ol style="list-style-type: none"> 1. The mighty River Indus 2. The changing River Indus 3. How rivers get their water 4. How Rivers shape the land: the young river 5. How Rivers shape the land: the mature river 6. Britain's longest river: The River Severn
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RELIGIOUS EDUCATION

Hinduism <ol style="list-style-type: none"> 1. An ancient story 2. Four sons for the King of Ayodhya 3. Rama and Sita leave the kingdom 4. Rama, Sita and the demon Ravana 5. Rama and Sita return 6. Understanding the story of Rama and Sita

DESIGN TECHNOLOGY		
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Key Learning Point – Skills	Key Learning Point – Knowledge	Vocabulary
Exploring and developing <ul style="list-style-type: none"> I can explore ideas and collect visual and other information for my work. 	<ul style="list-style-type: none"> Know how to use a circuit. Know the components of a car - axle, wheel Know what the job of each electrical component. Know why vehicles are used on safari. Know adaptations of these vehicles (camouflage) 	<ul style="list-style-type: none"> Select Rotate Move Join Cut Measure Connection Refine Axle
Investigating and making <ul style="list-style-type: none"> I can investigate visual and tactile qualities in materials and processes. I can demonstrate my ideas and meanings, and design and 	Know a variety of joining techniques.	Mechanism Adapt <ul style="list-style-type: none"> Bodywork

<p>make images for different purposes.</p> <ul style="list-style-type: none"> • I can cut materials accurately and safely by selecting appropriate tools. • I can select appropriate joining techniques. • I can develop a range of practical skills to create products (such as cutting, gluing, sawing, filling and sanding). • I can diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage). • I can create series and parallel circuits. <p>Evaluating and developing</p> <ul style="list-style-type: none"> • I can refine work and techniques as work progresses. • I can comment on similarities and differences between my own and others' work. • I can identify what skills I have used. • I can identify what was difficult and why? • I can identify how I can improve my own work. 		<ul style="list-style-type: none"> - Wheel - Battery - Terminal - Diagnose - Bulb - Wire - Motor - Connection <p>Circuit Motor Switch Safari lamp</p>
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ART		
Key Learning Point – Skills	Key Learning Point – Knowledge	Vocabulary
<p><u>Printing</u> I can make precise repeating patterns using African symbols. I can make a printing block (from coiled string to glued to a block)</p> <p><u>Textiles</u> I can print on fabric.</p>	<p>I know about African art</p>	<p>Print Texture Cloth material</p>

COMPUTING		
Key Learning Point – Skills	Key Learning Point – Knowledge	Vocabulary
<p><u>Multi-media</u></p> <ul style="list-style-type: none"> • I can change the appearance of text to increase its effectiveness. 	<ul style="list-style-type: none"> • Understand what plagiarism is. 	<p>Plagiarism Hyperlinks Key words Data Database</p>

<ul style="list-style-type: none"> • I can create, modify and present documents for a particular purpose. • I can use a keyboard confidently and make use of a spellchecker to write and review my work. • Use hyperlinks, choosing key words. <p>E Safety</p> <ul style="list-style-type: none"> • I can explain when it is ok to use the work of others. 		Search
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<ul style="list-style-type: none"> • How can I make healthy choices more my mind and body? • How will my body change as I grow? • How can I keep myself and others safe?

MUSIC		
Key Learning Point – Skills	Key Learning Point – Knowledge	Vocabulary
<p>PERFORMING</p> <ol style="list-style-type: none"> 1. Demonstrate awareness of the need for good posture and diction whilst singing in order to maintain a pleasing sound. 2. Perform using conventional rhythmic/melodic notation and/or from graphic notation including crotchet, quaver, minim, semibreve, semiquaver. 3. Maintain a third part in a vocal or instrumental piece showing an understanding of texture (e.g. partner songs, rounds and simple part harmony). 4. Continue to sing rhythmically and expressively using a range of approximately an octave with increased control. <p>COMPOSING</p> <ol style="list-style-type: none"> 5. Construct a piece with a simple structure (e.g. Binary or Ternary). 6. Improvise with increasing confidence (e.g. using 2 - 3 notes). 7. Can add own words to an existing tune to make a new song. 8. Makes soundscapes/descriptive/atmospheric pieces with narrative/through-composed structures. 9. Work independently within a group composition showing thought in 	<p>PERFORMING</p> <ul style="list-style-type: none"> • Understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away. <p>COMPOSING</p> <ul style="list-style-type: none"> • Begin to show an awareness of how changes in pitch can be shown on a stave. • Add pitch names to rhythmic notation to make more complex melodies. <p>AURAL AWARENESS</p> <ul style="list-style-type: none"> • Memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation. • Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations. 	Pulse Rhythm Pitch Tempo Dynamics Notation Tone Texture Drone RnB Rock Reggae Pop Film/Classical Musicals Motown, Soul Disco Funk Hip Hop Big Band Jazz Dynamics Solo Ensemble Introduction Verse Chorus - Bridge Hook

<p>selection of instruments and playing techniques and understanding the effect of timbre and texture, including adding a drone.</p> <p>AURAL AWARENESS</p> <p>10. Recognise and describe how sounds are made and changed on different instruments and how this groups them into different instrumental families.</p> <p>11. Recognise simple structures in the music that is being performed or listened to (e.g. phrases, Binary, Ternary, Verse-Chorus).</p> <p>12. Recognise different metres (e.g. 2, 3 or 4 time).</p> <p>EVALUATING</p> <p>13. Make constructive comments on own and others' music to develop compositions and performances discussing some of the inter-related dimensions of music.</p> <p>14. Make simple connections and comparisons with music being listened to and own compositions and performances.</p> <p>15. Identify how composers use the inter-related dimensions of music to create effects and mood.</p> <ul style="list-style-type: none"> • Ask questions about music in other cultures and traditions. 		<p>Backing/ accompaniment</p> <p>Improvise</p> <p>Notes</p> <p>Stave</p> <p>Crochet</p> <p>Quaver</p> <p>Minim</p> <p>Semibreve</p> <p>Metres</p>
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PHYSICAL EDUCATION		
Key Learning Point – Skills	Key Learning Point – Knowledge	Vocabulary
I can throw a shot put and javelin using the appropriate stance and body motion.	I know how to keep myself and others safe from harm.	Shot put Javelin Speed bounce
I can jump and hop accurately, using my body for balance and to gain momentum.	I know how to use my body to keep my balance.	Long jump Jog Relay
I can sprint and jog at the appropriate times using my body to propel me forward.	I know how to use my body, including arms, to sprint and jog.	Sprint Hurdles