

Autumn 1 (Cycle B): Kings & Queens – Henry VIII

Subject	NC link	Declarative knowledge	Procedural knowledge
History or Geog. (B) Phase: 3/4	Pupils should be taught to: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	<u>Henry VIII – Comparisons of Tudor rich and poor</u> <ul style="list-style-type: none"> I know key facts about the reign of Henry VIII. I know how the daily life of the rich and the poor was different during the reign of Henry VIII. 	<u>Henry VIII – Comparisons of Tudor rich and poor</u> <ul style="list-style-type: none"> I can sequence the main events within Henry VIII's life on a timeline. I can talk about the main differences in the daily lives of the rich and poor during the reign of Henry VIII.
Art or D&T (B) Phase: 3/4	Pupils should be taught about great artists, architects and designers in history.	<u>Henry VIII - Portraits</u> <ul style="list-style-type: none"> I know how Hans Holbein composed his drawings and paintings. I know how Hans Holbein combined different painting techniques. I know how to mix primary colours to create secondary colours. 	<u>Henry VIII - Portraits</u> <ul style="list-style-type: none"> I can experiment with tools and techniques eg. layering, mixing media, scraping through when using paint. I can mix primary colours to make secondary colours. I can create labelled colour wheels. I can add white to make tints and black to make tones. I can describe the work of notable artists.
Science (B) Phase: 3/4	Pupils should be taught to identify how sounds are made and to identify patterns between vibrations.	<u>Year 4 - Sound</u> <ul style="list-style-type: none"> I know that sound is made from vibrations. I know the differences between patterns of vibrations. 	<u>Year 4 - Sound</u> <ul style="list-style-type: none"> I can use scientific enquiry to answer a question. I can use a data logger to take measurements. I can use scientific vocabulary to ask and answer questions.
Computing (B) Phase: 3/4	Pupils should be taught to use technology safely, respectfully and responsibly.	<u>Year 4 - E-safety and basic skills</u> <ul style="list-style-type: none"> I know how to use technology safely and responsibly. I know how to recognise unacceptable behaviour and how to report it. I know how to log in and out correctly. I know how to save a file and retrieve it. 	<u>Year 4 - E-Safety and basic skills</u> <ul style="list-style-type: none"> I choose a secure password and talk about the ways I can protect myself and my friends from harm online. I use the safety features of websites as well as reporting concerns to an adult. I know that anything I post online can be seen by others and I choose websites and games that are appropriate for my age.
Music (B) Phase: 3/4	Pupils should have the opportunity to learn a musical instrument. Pupils should understand and explore how music is created, produced and communicated.	<u>Year 4 – Glockenspiels – Wider Opportunities</u> <ul style="list-style-type: none"> I know basic musical vocabulary. I know how to hold the beater. 	<u>Year 4 - Glockenspiels – Wider opportunities</u> <ul style="list-style-type: none"> I can make a full musical sound on a percussion instrument. I can recognise instruments and know how music creates different moods.
Physical Ed. (B) Phase: 3/4	Pupils should be taught to develop competence to excel in a broad range of physical activities. All pupils are physically active for sustained periods of time and lead healthy, active lives.	<u>Gymnastics</u> <ul style="list-style-type: none"> I know how to balance. I know how to perform a sequence. I know how to set up apparatus. <u>Football</u> <ul style="list-style-type: none"> I know how to play as part of a team. I know how to play football. 	<u>Gymnastics</u> <ul style="list-style-type: none"> I can use different parts of the body to support weight e.g. hands. I can move into and from a range of movements. I can take responsibility for the safe moving, construction and use of apparatus. <u>Football</u> <ul style="list-style-type: none"> I can demonstrate control when dribbling with the feet. I can pass confidently with the inside of the foot. I can work cooperatively passing and receiving in sequence signalling for the ball.

<p>Religious Ed. (B) Phase: 3/4</p>	<p>Investigate the significance of religious festivals and rituals. Explore religious teachings of forgiveness and reconciliation. Explore how people express their beliefs through personal symbols and artefacts.</p>	<p><u>Remembering</u></p> <ul style="list-style-type: none"> • I know how to compare the experience of different people participating in a religious festival or celebration. • I know how to describe the ways in which people of faith have demonstrated forgiveness and reconciliation. • I know how to explain how personal symbols and artefacts relate to religious beliefs. 	<p><u>Remembering</u></p> <ul style="list-style-type: none"> • I can consider the positive aspects of participating in religious celebrations. • I can recognise situations where they need to forgive or be forgiven and ways they might enable this to happen. • I can consider why personal artefacts are meaningful.
<p>PSHE (B) Phase: 3/4</p>		<p><u>Year 4 – Being me in my world</u></p> <ul style="list-style-type: none"> • I know my actions and attitudes make a difference to the class team. I know how to use my Jigsaw journal. • I understand who is in my school community, the roles I play and how I fit. • I understand how democracy works through the school council. • I understand my action affect others and myself; I care about other people’s feelings and try to empathise with them. • I understand how groups come together to make decisions. • I understand how democracy and having a voice benefits the school community. 	<p><u>Year 4 – Being me in my world</u></p> <ul style="list-style-type: none"> • I can make people feel welcome and valued • I can be included in the world around me. • I can take on a role in a group and contribute to the overall outcome • I can recognise my contribution to making a Learning Charter for the whole school • I can take on a role in a group and contribute to the overall outcome.
<p>Spanish (MFL) (B) Phase: 3/4</p>	<p>Pupils should be taught to listen attentively to spoken language and show understanding by joining in and responding.</p>	<p><u>Year 4</u></p> <ul style="list-style-type: none"> • I know the word order in some sentences. • I can understand a story. 	<p><u>Year 4</u></p> <ul style="list-style-type: none"> • I can hear main word classes. • I can recognise how sounds are represented in written form. • I can perform simple communicative tasks using single words, phrases and short sentences. • I can listen and respond to a simple story and rhyme. • I can read aloud familiar words.