

Autumn 2 (Cycle B): A drop in the ocean - The Lost Villages

Subject	NC link	Declarative knowledge	Procedural knowledge
History or Geog. (B) Phase: 3/4	Pupils should be taught to name and locate counties and cities of the United Kingdom.	<u>A drop in the Ocean – Local Geography</u> <ul style="list-style-type: none"> I know where the Holderness coast is. I know that the Holderness coastline is changing and know some of the reasons for this. I know what a physical and human feature is. 	<u>A drop in the Ocean – Local Geography</u> <ul style="list-style-type: none"> I can draw annotated maps. I can create keys and grid references to show human and physical features along the coastline.
Art or D&T (B) Phase: 3/4	Pupils should be taught to apply their understanding of how to strengthen, stiffen and reinforce more complex structures	<u>A drop in the Ocean – Building a strong structure</u> <ul style="list-style-type: none"> I know how to test a structure. I know how to create a strong structure. I know how to cut materials accurately (to nearest mm) and safely. 	<u>A drop in the Ocean – Building a strong structure</u> <ul style="list-style-type: none"> I can test the strength of different structures. I can design with purpose. I can select and use appropriate materials, joining techniques and tools. I can refine and evaluate my design and product.
Science (B) Phase: 3/4	Pupils should be taught to compare and group materials together, according to whether they are solids, liquids or gases and observe how these materials change state	<u>Year 4 - States of Matter</u> <ul style="list-style-type: none"> I know the differences between solid, liquids and gases. I know that some materials can change state. I know the stages of the water cycle. 	<u>Year 4 - States of Matter</u> <ul style="list-style-type: none"> I can use results to draw conclusions. I can use a data logger to take measurements. I can set up a simple fair test. I can use scientific vocabulary to answer questions.
Computing (B) Phase: 3/4	Pupils should be taught to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	<u>Programming</u> <ul style="list-style-type: none"> I know what an algorithm is. I know how to debug an algorithm. I know how to create my own algorithm. 	<u>Programming</u> <ul style="list-style-type: none"> I can break an open ended problem up into smaller parts. I can put programming commands into a sequence to achieve a specific outcome. I keep testing my program and can recognise when I need to debug it. I can use repeat commands. I can describe the algorithm I will need for a simple task. I can detect a problem in an algorithm which could result in unsuccessful programming.
Music (B) Phase: 3/4	Pupils should be taught to sing and play musically with increasing confidence and control and to develop an understanding of musical composition, organising.	<u>Year 4 - Glockenspiel</u> <ul style="list-style-type: none"> I know how to produce notes on an instrument. I know how to play a variety of rhythms on my instrument. I know how to play simple three note melodies. 	<u>Year 4 – Glockenspiel</u> <ul style="list-style-type: none"> I can sing and perform simple patterns and accompaniments keeping to a steady pulse. I can play along, in time, to a backing track. I can produce notes on an instrument and simple rhythms.
Physical Ed. (B) Phase: 3/4	<p>Pupils should be taught to develop flexibility, strength, technique, control and balance.</p> <p>Pupils should be taught to play competitive games suitable for attacking and defending</p>	<u>Gymnastics</u> <ul style="list-style-type: none"> I know how to evaluate my performances. I know how to create sequences. I know how to use apparatus safely. <u>Netball</u> <ul style="list-style-type: none"> I know how to play as part of a team. I know how to play netball. 	<u>Gymnastics</u> <ul style="list-style-type: none"> I can compare my performances and say how I can improve I can move and balance demonstrating an awareness of body shape e.g. tuck, star, straddle, twisted, pike I can work with a partner on floor I can use space and apparatus safely <u>Netball</u> <ul style="list-style-type: none"> I can accurately pass and receive a range of balls with hands in a variety of ways . I can work cooperatively playing in a variety of game formations.

<p>Religious Ed. (B) Phase: 3/4</p>	<p>Pupils should be taught to: investigate the significance of religious festivals and rituals. explore religious teachings of forgiveness and reconciliation.</p>	<p><u>Remembering</u></p> <ul style="list-style-type: none"> • I know how to compare the experiences 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>PSHCE (B) Phase: 3/4</p>		<p><u>Year 4 – Celebrating Difference</u></p> <ul style="list-style-type: none"> • I know that, sometimes, we make assumptions based on what people look like • I know what influences me to make assumptions based on how people look • I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure • I know how it might feel to be a witness to and a target of bullying 	<p><u>Year 4 – Celebrating Difference</u></p> <ul style="list-style-type: none"> • I can try to accept people for who they are • I can question why I think what I do, about other people • I can tell you why witnesses sometimes join in with bullying and sometimes don't tell • I can problem-solve a bullying situation with others • I can identify what is special about me and value the ways in which I am unique • I can tell you and respect the unique features of my physical appearance • I can tell you a time when my first impression of someone changed when I got to know them
<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 numbers 1-10 and zero and can do simple addition and subtraction. • I know how and when to use <i>tengo</i> and <i>soy</i> • I know how to ask someone asking how old they are (<i>¿cuántos años tienes?</i>) and reply using a sentence stating my age. • I know how to pronounce the phoneme ñ. • I know some vocabulary relating to Christmas 	<p><u>Year 4</u></p> <ul style="list-style-type: none"> • I can perform simple communicative tasks using single words and phrases. • I can experiment with the writing of simple words. • I can recognise and respond to sound patterns in words. • I can recognise and respond to sound patterns and words. • I can experiment with the writing of simple words. • I can recognise the languages describe familiar things differently.