

Spring 1 (Cycle B): A stitch in time - The Swinging Sixties

Subject	NC link	Declarative knowledge	Procedural knowledge
History or Geog. (B) Phase: 3/4	Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	<u>A Stitch in Time – Fashion in the 1960s</u> <ul style="list-style-type: none"> I know that fashion has changed through the ages. I know what 1960's fashion looks like. I know that music influenced fashion in the 1960s. 	<u>A Stitch in Time – Fashion in the 1960s</u> <ul style="list-style-type: none"> I can use a range of resources to research fashion through the ages, including primary sources. I can identify 1960's fashion based on the style. I can suggest causes and consequences of some of the main events and changes in fashion in the 1960's.
Art or D&T (B) Phase: 3/4	Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	<u>A Stitch in Time – Sewing</u> <ul style="list-style-type: none"> I know what 1960's style print patterns look like. I know how to create a 1960's style printing pattern. I know how to print a 1960's pattern onto textiles. I know how to evaluate my design. 	<u>A Stitch in Time - Sewing</u> <ul style="list-style-type: none"> I can use a range of sources to research fashionable prints from the 1960's. I can select appropriate techniques to apply patterns onto textiles. I can sew adornments onto textiles to improve their design. I can understand the need for a seam allowance.
Science (B) Phase: 3/4	Pupils should be taught to identify common appliances that run on electricity and to construct a simple series electrical circuit, identifying and naming its basic parts.	<u>Year 4 - Electricity</u> <ul style="list-style-type: none"> I know the effect electricity has on different appliances. I know how to construct a simple series electrical circuit. I know some common electrical conductors and insulators. 	<u>Year 4 - Electricity</u> <ul style="list-style-type: none"> I can set up a simple practical enquiry. I can collect results to inform predictions. I can use scientific vocabulary to explain my results.
Computing (B) Phase: 3/4	Pupils should be taught to understand computer networks including the internet and how to use search technologies effectively They should be taught to use technology safely, respectfully and responsibly.	<u>Year 4 - Technology in our lives</u> <ul style="list-style-type: none"> I know how to search the Internet safely and accurately I know how to check the reliability and ownership of information on the Internet I know how to create a hyperlink 	<u>Year 4 - Technology in our lives</u> <ul style="list-style-type: none"> I can tell you whether a resource I am using is on the Internet, the school network or my own device. I can identify key words to use when searching safely on the World Wide Web. I can think about the reliability of information I read on the World Wide Web. I can tell you how to check who owns photos, text and clipart. I can create a hyperlink to a resource on the World Wide Web.
Music (B) Phase: 3/4	Pupils should be taught to sing and play musically with increasing confidence and control. Pupils should have the opportunity to learn musical instruments.	<u>Year 4 – Glockenspiel</u> <ul style="list-style-type: none"> I know about accompaniment and am able to sing and play as part of a performance. I know how to play rhythms by call and response. I know how to read basic notation. 	<u>Year 4 – Glockenspiel</u> <ul style="list-style-type: none"> I can perform simple rhythmic patterns on the instruments by ear. I can perform simple rhythmic patterns using crotchets, quaver and minim rhythms. I can read quaver, crotchets and minims.
Physical Ed. (B) Phase: 3/4	They should compare their performances with previous ones and demonstrate improvement to achieve their personal best. They should play competitive games.	<u>Dance</u> <ul style="list-style-type: none"> I know how to create a dance sequence . I know how to move in different ways. <u>Hockey</u> <ul style="list-style-type: none"> I know how to play as part of a team I know how to play hockey 	<u>Dance</u> <ul style="list-style-type: none"> I can travel fluently in a variety of ways demonstrating different speeds, directions, levels and pathways. I can run on the balls of the feet and make a controlled stop. I can improvise freely and respond imaginatively to music . I can structure simple movements . <u>Hockey</u> <ul style="list-style-type: none"> I can strike a ball with reasonable control

<p>Religious Ed. (B) Phase: 3/4</p>	<p>Pupils should be taught to investigate key teachings of faith founders and make links with key religious beliefs. Explore how values provide rules for living and may be influenced by religious belief</p>	<p><u>Faith Founders</u></p> <ul style="list-style-type: none"> • I know the key events in the lives of faith founders • I know some of the teaching of a faith founder. • I know examples of beliefs and values from different faiths and consider how they influence rules for living 	<p><u>Faith Founders</u></p> <ul style="list-style-type: none"> • I can reflect on the impact of the faith founders on those around them. • I can express thoughts and feelings about why the teaching of a faith founder influences followers. • I can consider the beliefs, values and rules in my life which may be similar to religious rules.
<p>PSHE (B) Phase: 3/4</p>		<p><u>Year 4 – Dreams and Goals</u></p> <ul style="list-style-type: none"> • I know how it feels to have hopes and dreams • I understand that sometimes hopes and dreams do not come true and that this can hurt • I know that reflecting on positive and happy experiences can help me to counteract disappointment • I know how to cope with disappointment and how to help others cope with theirs • I know how to make a new plan and set new goals even if I have been disappointed • I know what it means to be resilient and to have a positive attitude • I know how to work out the steps to take to achieve a goal and can do this successfully as part of a group • I know how to share in the success of a group. 	<p><u>Year 4 – Dreams and Goals</u></p> <ul style="list-style-type: none"> • I can tell you about some of my hopes and dreams • I can enjoy being part of a group challenge • I can identify the contributions made by myself and others to the group’s achievements
<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 difference between <i>el/la/los/las</i> and <i>un/una/unos/unas</i> in Spanish and know when to use each type of article. • I know the meaning of the phrase <i>¿Qué quisieras!</i> • I know how to use <i>quisiera</i> in appropriate contexts. • I know how to create sentences using the language <i>me gusta/ detesto ... pero quisiera.</i> • I know how to create sentences using the language <i>me gusta/ detesto ... pero quisiera.</i> 	<p><u>Year 4</u></p> <ul style="list-style-type: none"> • I can perform simple communicative tasks using short sentences. • I can identify social conventions. • I can hear main word classes. • I can use the context of what they see/ read to determine some of the meaning.