

Spring 2 (Cycle B): A helping hand - How can we help?

Subject	NC link	Declarative knowledge	Procedural knowledge
History or Geog. (B) Phase: 3/4	Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area	<u>How can we help?</u> <ul style="list-style-type: none"> I know how to read a map of the local area. I know why Emergency Services Stations are situated where they are. I know how to use map coordinates. I know how to use a key on a map. 	<u>How can we help?</u> <ul style="list-style-type: none"> I can identify local features on a map. I can label local features on a map. I can explain why emergency services are situated where they are due to centrality, good roads and ease of access. I can use a key on a map. I can ask and answer geographical questions about the physical and human characteristics of a location. I can use the eight points of a compass.
Art or D&T (B) Phase: 3/4	Pupils should be taught to develop their techniques, including their control and their use of materials	<u>A Helping Hand - Printing</u> <ul style="list-style-type: none"> I know that there are different types of art including printing. I know how to design a logo for an emergency services. I know how to edit and improve my design. I know how to evaluate my design. I know how to use materials and tools safely. 	<u>A Helping Hand - Printing</u> <ul style="list-style-type: none"> I can explore and create pattern and shape. I can use my knowledge of emergency services to develop ideas and influence design. I can choose objects to create prints. I can use different forms of printing such as resist or marbling. I can select the kinds of material to print with in order to get the effect wanted.
Science (B) Phase: 3/4	Pupils should construct and interpret a variety of food chains, identifying producers, predators and prey.	<u>Year 4 – Animals including Humans</u> <ul style="list-style-type: none"> I know how food chains works. I know the parts that different animals play in food chains. 	<u>Year 4 – Animals including Humans</u> <ul style="list-style-type: none"> I can carry out research to support my findings
Computing (B) Phase: 3/4	Pupils should be taught to understand computer networks including the interne and to use search technologies effectively. Pupils should be taught to select, use and combine a variety of software on a range of digital devices.	<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 save and retrieve work on the Internet, the school network or my own device. I can talk about the parts of a computer. I can tell you ways to communicate with others online. I can describe the World Wide Web as the part of the Internet that contains websites. I can use search tools to find and use an appropriate website. I can think about whether I can use images that I find online in my own work.
Music (B) Phase: 3/4	Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition.	<u>Year 4 – Glockenspiel</u> <ul style="list-style-type: none"> I know that through practice I will continue to develop my instrumental and singing. I know how to improve my individual and class sound. I know how to work in groups to produce a composition. 	<u>Year 4 – Glockenspiel</u> <ul style="list-style-type: none"> I can appreciate and understand different works and composers. I can carefully choose and order sounds within simple structures such as beginning, middle and end. I can use simple graphical notations I can take a leading role in a group.
Physical Ed. (B) Phase: 3/4	Pupils should be taught to develop flexibility, strength, technique, control and balance to perform dances using a range of movement patterns Pupils should play competitive games.	<u>Dance</u> <ul style="list-style-type: none"> I know how to move with rhythm. I know how to create a pattern with movements and direction. <u>Games – Rugby / Basketball</u> <ul style="list-style-type: none"> I know how to pass and receive balls. I know how to work as part of a team. 	<u>Dance</u> <ul style="list-style-type: none"> I can compare performances and know what to do to improve I can repeat, remember and perform movement phrases/patterns. I can understand and demonstrate different 'fronts 'and directions I can show dynamic, rhythmic and expressive movement <u>Games – Rugby / Basketball</u> <ul style="list-style-type: none"> I can accurately pass and receive a range of balls with hands in a variety of ways e.g. chest, bounce, shoulder pass. I can work cooperatively in a variety of game formations

<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.</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 – Healthy Me</u></p> <ul style="list-style-type: none"> • I know when other people’s actions make me feel embarrassed, hurt or inadequate and I can help myself to manage these emotions • I know facts about smoking and its effect on health, and also some of the reasons some people start to smoke • I know facts about alcohol and its effect on health, particularly the liver, and also some of the reasons some people drink alcohol • I know myself well enough to have a clear picture what I believe is right and wrong 	<p><u>Year 4 – Healthy Me</u></p> <ul style="list-style-type: none"> • I can recognise how different friendship groups are formed, how I fit into them and the friends I value the most • I can be aware of how different people and groups impact on me and can recognise the people I most want to be friends with • I can relate to feelings of shame and guilt and know who to act assertively to resist pressure from myself and others • I can recognise when people are putting me under pressure and can explain ways to resist this when I want
<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 how to use <i>me gusta/detesto ...</i> • I know how to extend sentences with <i>pero</i>. • I know the high frequency word <i>es</i>. • I know some animal nouns. • I know an Easter-themed story. • I know a Spanish song. 	<p><u>Year 4</u></p> <ul style="list-style-type: none"> • I can perform simple communicative tasks using short sentences. • I can recognise some familiar words in written form. • I can use the context of what they see/ read to determine some of the meaning. • I can practise new language with a friend.