

## 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"> <li>I know key facts about the reign of Henry VIII.</li> <li>I know how the daily life of the rich and the poor was different during the reign of Henry VIII.</li> </ul>	<u>Henry VIII – Comparisons of Tudor rich and poor</u> <ul style="list-style-type: none"> <li>I can sequence the main events within Henry VIII's life on a timeline.</li> <li>I can talk about the main differences in the daily lives of the rich and poor during the reign of Henry VIII.</li> </ul>
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"> <li>I know how Hans Holbein composed his drawings and paintings.</li> <li>I know how Hans Holbein combined different painting techniques.</li> <li>I know how to mix primary colours to create secondary colours.</li> </ul>	<u>Henry VIII - Portraits</u> <ul style="list-style-type: none"> <li>I can experiment with tools and techniques eg. layering, mixing media, scraping through when using paint.</li> <li>I can mix primary colours to make secondary colours.</li> <li>I can create labelled colour wheels.</li> <li>I can add white to make tints and black to make tones.</li> <li>I can describe the work of notable artists.</li> </ul>
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"> <li>I know that sound is made from vibrations.</li> <li>I know the differences between patterns of vibrations.</li> </ul>	<u>Year 4 - Sound</u> <ul style="list-style-type: none"> <li>I can use scientific enquiry to answer a question.</li> <li>I can use a data logger to take measurements.</li> <li>I can use scientific vocabulary to ask and answer questions.</li> </ul>
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"> <li>I know how to use technology safely and responsibly.</li> <li>I know how to recognise unacceptable behaviour and how to report it.</li> <li>I know how to log in and out correctly.</li> <li>I know how to save a file and retrieve it.</li> </ul>	<u>Year 4 - E-Safety and basic skills</u> <ul style="list-style-type: none"> <li>I choose a secure password and talk about the ways I can protect myself and my friends from harm online.</li> <li>I use the safety features of websites as well as reporting concerns to an adult.</li> <li>I know that anything I post online can be seen by others and I choose websites and games that are appropriate for my age.</li> <li></li> </ul>
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"> <li>I know basic musical vocabulary.</li> <li>I know how to hold the beater.</li> </ul>	<u>Year 4 - Glockenspiels – Wider opportunities</u> <ul style="list-style-type: none"> <li>I can make a full musical sound on a percussion instrument.</li> <li>I can recognise instruments and know how music creates different moods.</li> </ul>
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"> <li>I know how to balance.</li> <li>I know how to perform a sequence.</li> <li>I know how to set up apparatus.</li> </ul> <u>Football</u> <ul style="list-style-type: none"> <li>I know how to play as part of a team.</li> <li>I know how to play football.</li> </ul>	<u>Gymnastics</u> <ul style="list-style-type: none"> <li>I can use different parts of the body to support weight e.g. hands.</li> <li>I can move into and from a range of movements.</li> <li>I can take responsibility for the safe moving, construction and use of apparatus.</li> </ul> <u>Football</u> <ul style="list-style-type: none"> <li>I can demonstrate control when dribbling with the feet.</li> <li>I can pass confidently with the inside of the foot.</li> <li>I can work cooperatively passing and receiving in sequence signalling for the ball.</li> </ul>

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

## 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"> <li>I know where the Holderness coast is.</li> <li>I know that the Holderness coastline is changing and know some of the reasons for this.</li> <li>I know what a physical and human feature is.</li> </ul>	<u>A drop in the Ocean – Local Geography</u> <ul style="list-style-type: none"> <li>I can draw annotated maps.</li> <li>I can create keys and grid references to show human and physical features along the coastline.</li> </ul>
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"> <li>I know how to test a structure.</li> <li>I know how to create a strong structure.</li> <li>I know how to cut materials accurately (to nearest mm) and safely.</li> </ul>	<u>A drop in the Ocean – Building a strong structure</u> <ul style="list-style-type: none"> <li>I can test the strength of different structures.</li> <li>I can design with purpose.</li> <li>I can select and use appropriate materials, joining techniques and tools.</li> <li>I can refine and evaluate my design and product.</li> </ul>
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"> <li>I know the differences between solid, liquids and gases.</li> <li>I know that some materials can change state.</li> <li>I know the stages of the water cycle.</li> </ul>	<u>Year 4 - States of Matter</u> <ul style="list-style-type: none"> <li>I can use results to draw conclusions.</li> <li>I can use a data logger to take measurements.</li> <li>I can set up a simple fair test.</li> <li>I can use scientific vocabulary to answer questions.</li> </ul>
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"> <li>I know what an algorithm is.</li> <li>I know how to debug an algorithm.</li> <li>I know how to create my own algorithm.</li> </ul>	<u>Programming</u> <ul style="list-style-type: none"> <li>I can break an open ended problem up into smaller parts.</li> <li>I can put programming commands into a sequence to achieve a specific outcome.</li> <li>I keep testing my program and can recognise when I need to debug it.</li> <li>I can use repeat commands.</li> <li>I can describe the algorithm I will need for a simple task.</li> <li>I can detect a problem in an algorithm which could result in unsuccessful programming.</li> </ul>
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"> <li>I know how to produce notes on an instrument.</li> <li>I know how to play a variety of rhythms on my instrument.</li> <li>I know how to play simple three note melodies.</li> </ul>	<u>Year 4 – Glockenspiel</u> <ul style="list-style-type: none"> <li>I can sing and perform simple patterns and accompaniments keeping to a steady pulse.</li> <li>I can play along, in time, to a backing track.</li> <li>I can produce notes on an instrument and simple rhythms.</li> </ul>
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"> <li>I know how to evaluate my performances.</li> <li>I know how to create sequences.</li> <li>I know how to use apparatus safely.</li> </ul> <u>Netball</u> <ul style="list-style-type: none"> <li>I know how to play as part of a team.</li> <li>I know how to play netball.</li> </ul>	<u>Gymnastics</u> <ul style="list-style-type: none"> <li>I can compare my performances and say how I can improve</li> <li>I can move and balance demonstrating an awareness of body shape e.g. tuck, star, straddle, twisted, pike</li> <li>I can work with a partner on floor</li> <li>I can use space and apparatus safely</li> </ul> <u>Netball</u> <ul style="list-style-type: none"> <li>I can accurately pass and receive a range of balls with hands in a variety of ways .</li> <li>I can work cooperatively playing in a variety of game formations.</li> </ul>

<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"> <li>• I know how to compare the experiences of different people participating in a religious festival or celebration.</li> <li>• I know how to describe the ways in which people of faith have demonstrated forgiveness and reconciliation.</li> <li>• I know how to explain how personal symbols and artefacts relate to religious beliefs.</li> </ul>	<p><u>Remembering</u></p> <ul style="list-style-type: none"> <li>• I can consider the positive aspects of participating in religious celebrations.</li> <li>• I can recognise situations where they need to forgive or be forgiven and ways they might enable this to happen.</li> <li>• I can consider why personal artefacts are meaningful</li> </ul>
<p>PSHCE (B) Phase: 3/4</p>		<p><u>Year 4 – Celebrating Difference</u></p> <ul style="list-style-type: none"> <li>• I know that, sometimes, we make assumptions based on what people look like</li> <li>• I know what influences me to make assumptions based on how people look</li> <li>• 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</li> <li>• I know how it might feel to be a witness to and a target of bullying</li> </ul>	<p><u>Year 4 – Celebrating Difference</u></p> <ul style="list-style-type: none"> <li>• I can try to accept people for who they are</li> <li>• I can question why I think what I do, about other people</li> <li>• I can tell you why witnesses sometimes join in with bullying and sometimes don't tell</li> <li>• I can problem-solve a bullying situation with others</li> <li>• I can identify what is special about me and value the ways in which I am unique</li> <li>• I can tell you and respect the unique features of my physical appearance</li> <li>• I can tell you a time when my first impression of someone changed when I got to know them</li> </ul>
<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"> <li>• I know numbers 1-10 and zero and can do simple addition and subtraction.</li> <li>• I know how and when to use <i>tengo</i> and <i>soy</i></li> <li>• I know how to ask someone asking how old they are (<i>¿cuántos años tienes?</i>) and reply using a sentence stating my age.</li> <li>• I know how to pronounce the phoneme <b>ñ</b>.</li> <li>• I know some vocabulary relating to Christmas</li> </ul>	<p><u>Year 4</u></p> <ul style="list-style-type: none"> <li>• I can perform simple communicative tasks using single words and phrases.</li> <li>• I can experiment with the writing of simple words.</li> <li>• I can recognise and respond to sound patterns in words.</li> <li>• I can recognise and respond to sound patterns and words.</li> <li>• I can experiment with the writing of simple words.</li> <li>• I can recognise the languages describe familiar things differently.</li> </ul>

## 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"> <li>I know that fashion has changed through the ages.</li> <li>I know what 1960's fashion looks like.</li> <li>I know that music influenced fashion in the 1960s.</li> </ul>	<u>A Stitch in Time – Fashion in the 1960s</u> <ul style="list-style-type: none"> <li>I can use a range of resources to research fashion through the ages, including primary sources.</li> <li>I can identify 1960's fashion based on the style.</li> <li>I can suggest causes and consequences of some of the main events and changes in fashion in the 1960's.</li> </ul>
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"> <li>I know what 1960's style print patterns look like.</li> <li>I know how to create a 1960's style printing pattern.</li> <li>I know how to print a 1960's pattern onto textiles.</li> <li>I know how to evaluate my design.</li> </ul>	<u>A Stitch in Time - Sewing</u> <ul style="list-style-type: none"> <li>I can use a range of sources to research fashionable prints from the 1960's.</li> <li>I can select appropriate techniques to apply patterns onto textiles.</li> <li>I can sew adornments onto textiles to improve their design.</li> <li>I can understand the need for a seam allowance.</li> </ul>
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"> <li>I know the effect electricity has on different appliances.</li> <li>I know how to construct a simple series electrical circuit.</li> <li>I know some common electrical conductors and insulators.</li> </ul>	<u>Year 4 - Electricity</u> <ul style="list-style-type: none"> <li>I can set up a simple practical enquiry.</li> <li>I can collect results to inform predictions.</li> <li>I can use scientific vocabulary to explain my results.</li> </ul>
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"> <li>I know how to search the Internet safely and accurately</li> <li>I know how to check the reliability and ownership of information on the Internet</li> <li>I know how to create a hyperlink</li> </ul>	<u>Year 4 - Technology in our lives</u> <ul style="list-style-type: none"> <li>I can tell you whether a resource I am using is on the Internet, the school network or my own device.</li> <li>I can identify key words to use when searching safely on the World Wide Web.</li> <li>I can think about the reliability of information I read on the World Wide Web.</li> <li>I can tell you how to check who owns photos, text and clipart.</li> <li>I can create a hyperlink to a resource on the World Wide Web.</li> </ul>
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"> <li>I know about accompaniment and am able to sing and play as part of a performance.</li> <li>I know how to play rhythms by call and response.</li> <li>I know how to read basic notation.</li> </ul>	<u>Year 4 – Glockenspiel</u> <ul style="list-style-type: none"> <li>I can perform simple rhythmic patterns on the instruments by ear.</li> <li>I can perform simple rhythmic patterns using crotchets, quaver and minim rhythms.</li> <li>I can read quaver, crotchets and minims.</li> </ul>
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"> <li>I know how to create a dance sequence .</li> <li>I know how to move in different ways.</li> </ul> <u>Hockey</u> <ul style="list-style-type: none"> <li>I know how to play as part of a team</li> <li>I know how to play hockey</li> </ul>	<u>Dance</u> <ul style="list-style-type: none"> <li>I can travel fluently in a variety of ways demonstrating different speeds, directions, levels and pathways.</li> <li>I can run on the balls of the feet and make a controlled stop.</li> <li>I can improvise freely and respond imaginatively to music .</li> <li>I can structure simple movements .</li> </ul> <u>Hockey</u> <ul style="list-style-type: none"> <li>I can strike a ball with reasonable control</li> </ul>

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

## 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"> <li>• I know how to read a map of the local area.</li> <li>• I know why Emergency Services Stations are situated where they are.</li> <li>• I know how to use map coordinates.</li> <li>• I know how to use a key on a map.</li> </ul>	<u>How can we help?</u> <ul style="list-style-type: none"> <li>• I can identify local features on a map.</li> <li>• I can label local features on a map.</li> <li>• I can explain why emergency services are situated where they are due to centrality, good roads and ease of access.</li> <li>• I can use a key on a map.</li> <li>• I can ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• I can use the eight points of a compass.</li> </ul>
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"> <li>• I know that there are different types of art including printing.</li> <li>• I know how to design a logo for an emergency services.</li> <li>• I know how to edit and improve my design.</li> <li>• I know how to evaluate my design.</li> <li>• I know how to use materials and tools safely.</li> </ul>	<u>A Helping Hand - Printing</u> <ul style="list-style-type: none"> <li>• I can explore and create pattern and shape.</li> <li>• I can use my knowledge of emergency services to develop ideas and influence design.</li> <li>• I can choose objects to create prints.</li> <li>• I can use different forms of printing such as resist or marbling.</li> <li>• I can select the kinds of material to print with in order to get the effect wanted.</li> </ul>
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"> <li>• I know how food chains works.</li> <li>• I know the parts that different animals play in food chains.</li> </ul>	<u>Year 4 – Animals including Humans</u> <ul style="list-style-type: none"> <li>• I can carry out research to support my findings</li> </ul>
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"> <li>• I know how to search the Internet safely and accurately.</li> <li>• I know how to check the reliability and ownership of information on the Internet.</li> <li>• I know how to create a hyperlink.</li> </ul>	<u>Year 4 - Technology in our lives</u> <ul style="list-style-type: none"> <li>• I can save and retrieve work on the Internet, the school network or my own device.</li> <li>• I can talk about the parts of a computer.</li> <li>• I can tell you ways to communicate with others online.</li> <li>• I can describe the World Wide Web as the part of the Internet that contains websites.</li> <li>• I can use search tools to find and use an appropriate website.</li> <li>• I can think about whether I can use images that I find online in my own work.</li> </ul>
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"> <li>• I know that through practice I will continue to develop my instrumental and singing.</li> <li>• I know how to improve my individual and class sound.</li> <li>• I know how to work in groups to produce a composition.</li> </ul>	<u>Year 4 – Glockenspiel</u> <ul style="list-style-type: none"> <li>• I can appreciate and understand different works and composers.</li> <li>• I can carefully choose and order sounds within simple structures such as beginning, middle and end.</li> <li>• I can use simple graphical notations</li> <li>• I can take a leading role in a group.</li> </ul>
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"> <li>• I know how to move with rhythm.</li> <li>• I know how to create a pattern with movements and direction.</li> </ul> <u>Games – Rugby / Basketball</u> <ul style="list-style-type: none"> <li>• I know how to pass and receive balls.</li> <li>• I know how to work as part of a team.</li> </ul>	<u>Dance</u> <ul style="list-style-type: none"> <li>• I can compare performances and know what to do to improve</li> <li>• I can repeat, remember and perform movement phrases/patterns.</li> <li>• I can understand and demonstrate different 'fronts 'and directions</li> <li>• I can show dynamic, rhythmic and expressive movement</li> </ul> <u>Games – Rugby / Basketball</u> <ul style="list-style-type: none"> <li>• I can accurately pass and receive a range of balls with hands in a variety of ways e.g. chest, bounce, shoulder pass.</li> <li>• I can work cooperatively in a variety of game formations</li> </ul>

Religious Ed. (B) Phase: 3/4	Pupils should be taught to investigate key teachings of faith founders and make links with key religious beliefs.	<u>Faith Founders</u> <ul style="list-style-type: none"> <li>• I know the key events in the lives of faith founders</li> <li>• I know some of the teaching of a faith founder.</li> <li>• I know examples of beliefs and values from different faiths and consider how they influence rules for living</li> </ul>	<u>Faith Founders</u> <ul style="list-style-type: none"> <li>• I can reflect on the impact of the faith founders on those around them.</li> <li>• I can express thoughts and feelings about why the teaching of a faith founder influences followers.</li> <li>• I can consider the beliefs, values and rules in my life which may be similar to religious rules.</li> </ul>
PSHE (B) Phase: 3/4		<u>Year 4 – Healthy Me</u> <ul style="list-style-type: none"> <li>• I know when other people’s actions make me feel embarrassed, hurt or inadequate and I can help myself to manage these emotions</li> <li>• I know facts about smoking and its effect on health, and also some of the reasons some people start to smoke</li> <li>• I know facts about alcohol and its effect on health, particularly the liver, and also some of the reasons some people drink alcohol</li> <li>• I know myself well enough to have a clear picture what I believe is right and wrong</li> </ul>	<u>Year 4 – Healthy Me</u> <ul style="list-style-type: none"> <li>• I can recognise how different friendship groups are formed, how I fit into them and the friends I value the most</li> <li>• 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</li> <li>• I can relate to feelings of shame and guilt and know who to act assertively to resist pressure from myself and others</li> <li>• I can recognise when people are putting me under pressure and can explain ways to resist this when I want</li> </ul>
Spanish (MFL) (B) Phase: 3/4	Pupils should be taught to listen attentively to spoken language and show understanding by joining in and responding.	<u>Year 4</u> <ul style="list-style-type: none"> <li>• I know how to use <i>me gusta/detesto ...</i></li> <li>• I know how to extend sentences with <i>pero</i>.</li> <li>• I know the high frequency word <i>es</i>.</li> <li>• I know some animal nouns.</li> <li>• I know an Easter-themed story.</li> <li>• I know a Spanish song.</li> </ul>	<u>Year 4</u> <ul style="list-style-type: none"> <li>• I can perform simple communicative tasks using short sentences.</li> <li>• I can recognise some familiar words in written form.</li> <li>• I can use the context of what they see/ read to determine some of the meaning.</li> <li>• I can practise new language with a friend.</li> </ul>



## Summer 1 (Cycle B): Who is your favourite author? – Roald Dahl vs David Walliams

Subject	NC link	Declarative knowledge	Procedural knowledge
History or Geog. (B) Phase: 3/4	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history	<u>Family trees</u> <ul style="list-style-type: none"> <li>I know how to find out about my own past</li> <li>I know the correct vocabulary to describe the past</li> </ul>	<u>Family trees</u> <ul style="list-style-type: none"> <li>I can use evidence to ask questions and find answers about the past.</li> <li>I can use appropriate historical vocabulary</li> </ul>
Art or D&T (B) Phase: 3/4	Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas	<u>Painting in the style of Quentin Blake</u> <ul style="list-style-type: none"> <li>I know how to select appropriate tools to paint with.</li> <li>I know how to use primary colours to mix secondary colours.</li> </ul>	<u>Painting in the style of Quentin Blake</u> <ul style="list-style-type: none"> <li>I can select an appropriate painting tool</li> <li>I can mix paint to make secondary colours.</li> <li>I can create colour wheels to show complementary colours.</li> </ul>
Science (B) Phase: 3/4	Pupils should be taught to recognise that living things can be grouped in a variety of ways.	<u>Year 4 – Living Things</u> <ul style="list-style-type: none"> <li>I know the different groups that living things belong to</li> <li>I know how different environments change</li> </ul>	<u>Year 4 – Living Things</u> <ul style="list-style-type: none"> <li>I can create and use classification keys</li> <li>I can use scientific vocabulary to report my findings</li> </ul>
Computing (B) Phase: 3/4	Pupils should be taught to select, use and combine a variety of software on a range of digital devices	<u>Year 4 - Handling data</u> <ul style="list-style-type: none"> <li>I know how to organise data in different ways</li> <li>I know how to identify incorrect data</li> <li>I know how to choose the best way to present data</li> <li>I know how to use a data logger</li> </ul>	<u>Year 4 - Handling data</u> <ul style="list-style-type: none"> <li>I can organise data in different ways.</li> <li>I can collect data and identify where it could be inaccurate.</li> <li>I can plan, create and search a database to answer questions.</li> <li>I can choose the best way to present data to my friends.</li> <li>I can use a data logger to record and share my readings with my friends.</li> </ul>
Music (B) Phase: 3/4	Pupils should be taught to sing and play musically with increasing confidence and control.	<u>Year 4 – Glockenspiel</u> <ul style="list-style-type: none"> <li>I know how to play simple five note melodies.</li> <li>I know how to play with good tone and can show expression (GD).</li> <li>I know how to take a lead in activities.</li> </ul>	<u>Year 4 – Glockenspiel</u> <ul style="list-style-type: none"> <li>I can perform in a group and alone using my voice and an instrument.</li> <li>I can play simple melodies on an instrument.</li> <li>I can play five note melodies producing a reasonable sound showing some expression.</li> <li>(GD) I can play six or seven note melodies with expression and as a soloist.</li> </ul>
Physical Ed. (B) Phase: 3/4	<p>Pupils should be taught to use running, jumping, throwing and catching</p> <p>Pupils should play competitive games and apply basic principles suitable for attacking and defending</p>	<u>Athletics</u> <ul style="list-style-type: none"> <li>I know how to throw accurately</li> <li>I know the techniques that help me to run with speed or for distance</li> <li>I know how to jump with the correct techniques</li> </ul> <u>Games - Bat and ball / Tennis</u> <ul style="list-style-type: none"> <li>I know how PE affects my health</li> <li>I know how to strike a ball with control</li> </ul>	<u>Athletics</u> <ul style="list-style-type: none"> <li>I can sustain concentration and practice to improve</li> <li>I can use running, jumping, throwing and catching in isolation and in combination</li> </ul> <u>Games - Bat and ball / Tennis</u> <ul style="list-style-type: none"> <li>I can strike a ball with reasonable control using a large headed bat/racquet, a hockey stick or rounders' bat</li> <li>I can explain how taking part in PE can impact on health and fitness and developing a healthy lifestyle</li> </ul>
Religious Ed. (B) Phase: 3/4	<p>Pupils should know how to investigate different forms of worship.</p> <p>Explore the diversity and significance of local religious places to faith groups and members of the community</p>	<u>Encounters</u> <ul style="list-style-type: none"> <li>I know some different ways people communicate with their God.</li> <li>I know the uses of sacred places, symbols and artefacts by believers and the community</li> <li>I know and can compare activities at different places of worship</li> </ul>	<u>Encounters</u> <ul style="list-style-type: none"> <li>I can consider the meaning of different forms of religious worship.</li> <li>I can share thoughts and feelings about sacred spaces and their use</li> <li>I can explain how activities at local places of worship create a sense of community</li> </ul>

<p>PSHE (B) Phase: 3/4</p>		<p><u>Year 4 - Relationships</u></p> <ul style="list-style-type: none"> <li>• I know how it feels to belong to a range of different relationships and can identify what I contribute to each of them</li> <li>• I know how most people feel when they lose someone or something they love</li> <li>• I know that we can remember people even if we no longer see them</li> <li>• I know how people feel when they love a special pet</li> <li>• I know how to show love and appreciation to the people and animals who are special to me</li> </ul>	<p><u>Year 4 - Relationships</u></p> <ul style="list-style-type: none"> <li>• I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant</li> <li>• I can identify someone I love and can express why they are special to me</li> <li>• I can tell you about someone I know that I no longer see</li> <li>• I can explain different points of view on an animal rights issue</li> <li>• I can express my own opinion and feelings on this</li> <li>• I can understand that losing a special pet brings feelings that can be hard to cope with, but that it can be helpful to mark loss by celebrating special things about the pet</li> <li>• I can be love and be loved</li> </ul>
<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"> <li>• I know how to ask questions with ¿quién es?</li> <li>• I know how to extend sentences with y and también.</li> <li>• I know numbers 11-15.</li> <li>• I know how to pronounce the phoneme ce/ci/z.</li> <li>• I know how to pronounce the r phoneme correctly.</li> <li>• I know the days of the week.</li> </ul>	<p><u>Year 4</u></p> <ul style="list-style-type: none"> <li>• I can perform simple communicative tasks</li> <li>• I can practise new language with a friend</li> <li>• I can recognise and respond to sound patterns and words.</li> <li>• I can recognise some familiar words in written form</li> <li>• I can recognise and respond to sound patterns and words.</li> <li>• I can recognise some familiar words in written form.</li> </ul>

## Summer 2 (Cycle B): Survival of the fittest - Deadly Sixty

Subject	NC link	Declarative knowledge	Procedural knowledge
History or Geog. (B) Phase: 3/4	Pupils should describe and understand key aspects of physical geography, including: climate zones	<u>Where do the world's most dangerous animals live?</u> <ul style="list-style-type: none"> <li>I know how to use maps and atlases to locate countries</li> <li>I know the main physical and human features of different countries</li> </ul>	<u>Where do the world's most dangerous animals live?</u> <ul style="list-style-type: none"> <li>I can ask and answer questions about the physical and human characteristics of a location.</li> <li>I can use maps and atlases to locate countries and describe their features.</li> <li>I can name and locate the countries of Europe and identify their main physical and human characteristics.</li> </ul>
Art or D&T (B) Phase: 3/4	Pupils should be taught to select from and use a wider range of materials and components.	<u>Making animal masks</u> <ul style="list-style-type: none"> <li>I know how to cut materials safely and accurately</li> <li>I know how to design an animal mask</li> <li>I know how to cut and shape my mask</li> </ul>	<u>Making animal masks</u> <ul style="list-style-type: none"> <li>I can cut materials accurately and safely with appropriate tools.</li> <li>I can apply appropriate cutting and shaping techniques</li> <li>I can design with purpose by identifying opportunities to design.</li> <li>I can refine work continuously</li> </ul>
Science (B) Phase: 3/4	Pupils should be taught to describe the simple functions of the basic parts of the digestive system in humans.	<u>Year 4 – Animals including Humans</u> <ul style="list-style-type: none"> <li>I know the different types of teeth and their functions</li> <li>I know the parts of the digestive system and their functions</li> </ul>	<u>Year 4 – Animals including Humans</u> <ul style="list-style-type: none"> <li>I can set up a simple test</li> <li>I can use diagrams to report my findings</li> <li>I can use scientific vocabulary to report my findings</li> </ul>
Computing (B) Phase: 3/4	Pupils should be taught to select, use and combine a variety of software on a range of digital devices	<u>Year 4 - Multimedia</u> <ul style="list-style-type: none"> <li>I know how to create atmosphere using photos, video and sound</li> <li>I know how to extend my ideas using new media</li> <li>I know how to change my work to fit different purposes</li> <li>I know how to improve my own and others work</li> </ul>	<u>Year 4 - Multimedia</u> <ul style="list-style-type: none"> <li>I can use photos, video and sound to create an atmosphere when presenting to different audiences.</li> <li>I can create, modify and present documents for a particular purpose.</li> <li>I can use a keyboard confidently</li> <li>I can use an appropriate tool to share my work and collaborate online.</li> <li>I can give constructive feedback to my friends to help them improve their work and refine my own work.</li> </ul>
Music (B) Phase: 3/4	Pupils should be taught to sing and play musically with increasing confidence and control.	<u>Year 4 – Glockenspiel</u> <ul style="list-style-type: none"> <li>I know how to play a solo and take a leading role in a performance.</li> <li>I know how to participate musically</li> </ul>	<u>Year 4 – Glockenspiel</u> <ul style="list-style-type: none"> <li>I can improvise repeated patterns and combine several layers of sound.</li> <li>I can improvise melodic and rhythmic phrases as part of a group performance.</li> <li>I can comment on the successfulness of my group/class performance.</li> </ul>
Physical Ed. (B) Phase: 3/4	<p>Pupils should be taught to use running, jumping, throwing and catching. Pupils should be taught to play competitive games.</p> <p>Pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 metres and perform safe self-rescue in different water-based situations.</p>	<u>Athletics</u> <ul style="list-style-type: none"> <li>I know how to throw accurately</li> <li>I know the techniques that help me to run with speed or for distance</li> <li>I know how to jump with the correct techniques</li> </ul> <u>Games - Fielding / Cricket / Rounders</u> <ul style="list-style-type: none"> <li>I know how to strike a ball with control</li> </ul> <u>Year 4 – Swimming</u> <ul style="list-style-type: none"> <li>I know how to stay safe in the water.</li> <li>I know how to swim using a range of strokes.</li> </ul>	<u>Athletics</u> <ul style="list-style-type: none"> <li>I can use running, jumping, throwing and catching in isolation and in combination</li> <li>I can develop flexibility, strength, technique, control and balance</li> <li>I can enjoy competing</li> </ul> <u>Games - Fielding / Cricket / Rounders</u> <ul style="list-style-type: none"> <li>I can strike a ball with reasonable control using a large headed bat/racquet, a hockey stick or rounders' bat</li> </ul> <u>Year 4 – Swimming</u> <ul style="list-style-type: none"> <li>I can enter and leave the water safely.</li> <li>I can swim competently, confidently and proficiently over distance of at least 25m.</li> <li>I can use a range of strokes effectively (for. Example front crawl, back stroke, breast stroke).</li> <li>I can perform safe self-rescue in different water based situations.</li> </ul>

<p>Religious Ed. (B) Phase: 3/4</p>	<p>Pupils should know how to investigate different forms of worship. Explore the diversity and significance of local religious places.</p>	<p><u>Encounters</u></p> <ul style="list-style-type: none"> <li>• I know some different ways people communicate with their God.</li> <li>• I know the uses of sacred places, symbols and artefacts by believers and the community</li> <li>• I know and can compare activities at different places of worship</li> </ul>	<p><u>Encounters</u></p> <ul style="list-style-type: none"> <li>• I can consider the meaning of different forms of religious worship.</li> <li>• I can share thoughts and feelings about sacred spaces and their use</li> <li>• I can explain how activities at local places of worship create a sense of community</li> </ul>
<p>PSHCE (B) Phase: 3/4</p>		<p><u>Year 4 – Changing Me</u></p> <ul style="list-style-type: none"> <li>• I know that some of my personal characteristics have come from my birth parents and this happens because I am made from the joining of their egg and sperm</li> <li>• I know and appreciate that I am a truly unique human being</li> <li>• I know strategies to help me cope with the physical and emotional changes I will experience during puberty</li> <li>• I know that I am confident enough to try to make changes when I think they will benefit me</li> <li>• I know that having a baby is a personal choice and can express how I feel about having children when I am an adult</li> <li>• I know how the circle of change works and can apply it to changes I want to make in my life</li> </ul>	<p><u>Year 4 – Changing Me</u></p> <ul style="list-style-type: none"> <li>• I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby</li> <li>• I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</li> <li>• I can identify changes that have been and may continue to be outside of my control that I learnt to accept</li> <li>• I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively</li> <li>• I can identify what I am looking forward to when I am in Year 5</li> <li>• I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this</li> </ul>
<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"> <li>• I know the days of the week.</li> <li>• I know how to give opinions and use connectives.</li> <li>• I know about the location of Barcelona.</li> <li>• I know about four famous Barcelona landmarks.</li> </ul>	<p><u>Year 4</u></p> <ul style="list-style-type: none"> <li>• I can perform simple communicative tasks using single words, phrases and short sentences.</li> <li>• I can identify social conventions at home and in other cultures</li> <li>• I can recognise some familiar words in written form.</li> <li>• I can make direct or indirect contact with the country/countries where the language is spoken.</li> </ul>