

Year Group 4							
		Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Theme		Romans & Volcanoes		The Mighty Midlands		Habitats	
Values		<p>Honesty PSHE link – Pinocchio mind map and discussion on telling the truth.</p> <p>Wisdom Knowledge and understanding of the Roman Empire and geographical locations. British history – timelines. PSHE – Emotional intelligence and dealing with problems. Computing E-safety. Anti-Bullying week.</p> <p>Happiness Roman Day – Class assembly</p>		<p>Wisdom Study of a famous artist – Paul Horton PSHE - First Aid and how to solve problems. How to handle money. Computing – What is consent? WCITs - Drumming</p> <p>Bravery Might Midlands Black Country Museum Educational Visit – Going down the mine shafts</p> <p>Kindness PSHE – ‘Love of animal’s charity work linked to School Council.</p> <p>Happiness What makes us happy? WCITs - Drumming</p>		<p>Wisdom Knowledge and understanding of the environment, animals and scientific knowledge. PSHE – How to deal with positive and negative relationships.</p> <p>Bravery/Happiness Facing new challenges at Astley Burf. Forest School – looking at insects and animals.</p> <p>Self Belief Facing new challenges at Astley Burf.</p>	
	Concepts and Knowledge	<p>Civilisations: Empire, Settlements, Trade and Economy Rules and Democracy Law and Governments Leaders and Communism Social Hierarchy Slavery and Discrimination Worship and beliefs: Gods/ Goddesses and Myths. Inventions and Impacts upon the Modern World: Transport Geographical names of places and their changes and Currency (number systems). Time – calendar and months Enjoyment and Leisure</p>	<p>Geography – Identification of countries and continents Science – How volcanoes are Formed Impact upon land and civilisations History – Destruction of society, secondary sources of information – evidence of the past/human recounts. Life experiences. Global news – Impact on economy and technology</p>	<p>Identifying the Midlands Modernisation: Trade and Economy Evolution/ Changes over time – Technological advancements Inventions and creativity and their impacts upon the Modern World Improvements to Life and Income Local communities Revolution Industry Culture, equality and living conditions Transport</p>		<p>Identifying different animal groups and insect species Features and classification Categorising animals – branching data base, data handling Habitats Survival and Needs of animals Ecosystems and Environmental requirements of animals Life cycles Diet and Food Chains – predator and prey Impacts of human intervention and pollution Extinction and endangered species</p>	
Languages	Context	On The Move	All Around The Town	Going Shopping	What’s The time?	Holidays & Hobbies	Where In The World?

PROGRESSION OF SKILLS

	Skills	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material describe people, places, things and actions orally and in writing 					
Physical Education	Context	<p>Hockey</p> <ul style="list-style-type: none"> Warm up checks – hands on heart to feel heart rate, checking breathing rates have increased, checking temperature of body. (repeated each lesson) Passing and moving, dribbling with hockey puck. Attacking and defending 	<p>Gymnastics</p> <ul style="list-style-type: none"> Rolls – pencil, log, egg, teddy bear roll, a complete forward roll. Jumps – pencil, star, tuck, half turn, full turn, stag leap. Balances – simplified point and patch balances, partner and group balances, linking more complex moves together with continuity. 	<p>Dance - Street Dance</p> <ul style="list-style-type: none"> Composing movements as a class and in small groups. Tall and small movements thinking about body position. Movements including top rock, back rock, swipes, CC’s 	<p>Tennis (net and wall)</p> <ul style="list-style-type: none"> To have a good understanding of the rules of tennis. (e.g. the ball can only bounce once, to understand the court markings. Practise the forehand shot towards a partner with one bounce. To begin to return and maintain rallies. Practise the back hand by dropping on to racket. Attempt a volley shot (no bounce) 	<p>Rounders</p> <ul style="list-style-type: none"> Learn the rules of the game. Striking the ball with a rounders bat only using one hand. Bowling with an underarm technique accurately towards the batting team. Fielding: retrieving the ball and throwing to bases, positioning. Understanding the best base to throw to. 	<p>Athletics</p> <ul style="list-style-type: none"> Throwing a foam javelin from a seven-step run up using the correct technique. Jumping - with a long run up using one foot hit the take off board correctly, landing on two feet. Sprinting – using the correct techniques, keeping your head still and looking forward using running arms, high knee lifts and the balls of your feet at all times. Relay practice – handing over the baton when running, and racing communicating to a partner when to go using the commands hand and go.
	Skills	<ul style="list-style-type: none"> *use running, agility and coordination in isolation and in combination *play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending * evaluate their performances and identify areas to improve. 	<ul style="list-style-type: none"> *develop flexibility, strength, technique, control and balance * evaluate their performances and identify areas to improve. 	<ul style="list-style-type: none"> *perform dances using a range of movement patterns *develop flexibility, technique, control and balance through dance * evaluate their performances and identify areas to improve. 	<ul style="list-style-type: none"> *use running and jumping in isolation and in combination *play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending * evaluate their performances and identify areas to improve. 	<ul style="list-style-type: none"> * evaluate their performances and identify areas to improve. *use running, jumping, throwing and catching in isolation and in combination *play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> *use running, jumping, throwing and catching in isolation and in combination *develop flexibility, strength, technique, control and balance * evaluate their performances and identify areas to improve.
Music	Context	<ul style="list-style-type: none"> DPA WCIT – Samba Drumming 	<ul style="list-style-type: none"> DPA WCIT – Samba Drumming 	<ul style="list-style-type: none"> Perform – controlling sounds through singing and playing – singing from memory with accurate pitch and in tune. Maintain a simple part within a group. Play the recorder with care and produce a good quality sound. Understand how to read notation for the recorder from the stave, through various pieces of music. 	<ul style="list-style-type: none"> Compose – compose and perform simple melodies on the recorder. Understand how to read notation for the recorder from the stave, through various pieces of music. Perform an ostinato pattern. Describe – describe music using technical terms such as duration, texture, timbre, pitch, tempo, beat. 	<ul style="list-style-type: none"> Perform - Understand the importance of pronouncing words in a song well. I can control my voice. Can perform with control and awareness of others in the group. Understand how to read notation for the recorder from the stave, through various pieces of music. Evaluate own playing and identify how to improve. 	<ul style="list-style-type: none"> Perform - Understand the importance of pronouncing words in a song well. I can control my voice. Can perform with control and awareness of others in the group. Evaluate own playing and identify how to improve. Read and play 5 notes from the stave. Describe – describe music using technical terms such as

PROGRESSION OF SKILLS

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	Skills	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music. 	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music. 	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music. 	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.
Religious Education	Context	<p>Why do Muslims fast?</p> <ul style="list-style-type: none"> Revisit earlier work on Islam. To keep on the straight path Muslims support each other - the house of Islam. The five pillars. Fasting during Ramadan. Ramadan and “The Night of Power” story. Real awareness of hunger. The thirsty dog. A test against the desires of the body. Fasting in Christianity – Lent. Christianity and the Harvest festival –thinking of others in our community. Sikh attitudes to fasting- "He does not eat food; he tortures his body...". 	<p>Why do Sikhs celebrate Divali?</p> <ul style="list-style-type: none"> Intro to Sikhism. The story of Akbar and the Guru’s kitchen. The story of Guru Hargobind and the 52 Hindu princes. We are all members of the same human race with one creator. Using metaphor’s to describe God. God as a potter. Divali in Sikhism. Christmas as a time for forgetting old arguments and for making up. The Christian belief in showing forgiveness, not bearing a grudge. 	<p>Why is the Bible called Holy?</p> <ul style="list-style-type: none"> Explore different Bibles, children’s Bible, different translations. What makes it so special for Christians? Literal revelation. The Word of God. Inspired revelation – through the power of the Holy Spirit humans gain insights into the will and nature of God. 	<p>What makes a good prayer?</p> <ul style="list-style-type: none"> Praising (devotional) and asking (petitionary) prayer. Are there wrong things to ask for in prayer? The Pharisee and the tax collector. Vindictive prayer? Selfish prayer? Christianity and the Lord’s Prayer. What are Christians asking for? Islam and the Opening Prayer – the first chapter of the Qur’an. What are Muslims asking for? Are there different views about God? 	<p>Is there evidence of religion locally?</p> <ul style="list-style-type: none"> Explore the local community. Is there evidence of religious belief? What special buildings are there? Explore the different branches of Christianity that are close to the school – Church of England, Society of Friends (Quaker). Different religious traditions? What evidence is there of Islam in the area. Is there evidence of religion in people’s lives? 	<p>Does the love of money lead to evil?</p> <ul style="list-style-type: none"> Explore Jesus’ sayings about money. ‘You can-not serve two masters’. ‘The love of money is the root of all evil.’ 1 Tim 6:10. Zacchaeus. Link with English - Ebenezer Scrooge Revisit the story of Malak Bhago and Lalo. Can the love of money corrupt? Does the love of money lead to evil? Understand the difference between having money, and being in love with money. What are your views? Give reasons to support view.
	Skills	<p>Stories</p> <ul style="list-style-type: none"> Pupils should be encouraged to enquiry into how these stories may be interpreted and what values and beliefs they may be expressing. Pupils should also learn about stories associated with at least one other religious 	<p>Stories</p> <ul style="list-style-type: none"> Pupils should be encouraged to enquiry into how these stories may be interpreted and what values and beliefs they may be expressing. Pupils should also learn about stories associated with at least one other religious 	<p>Stories</p> <ul style="list-style-type: none"> Pupils should learn about Christian stories that are in the Bible. Stories that they learnt about in Key Stage 1 like the Pharisee and the tax-collector and the Good Samaritan may be revisited in Key Stage 2 in order to gain a 	<p>Artefacts</p> <ul style="list-style-type: none"> Pupils should learn about Christian worship – Rosary, Cross, Crucifix, photo of local church. Types of prayer like praising (devotional) prayer in order to gain a deeper understanding, for example, pupils might 	<p>Artefacts</p> <ul style="list-style-type: none"> Pupils should learn about Christian worship – Rosary, Cross, Crucifix, photo of local church. Pupils should be encouraged to share their thoughts and views in response to their enquiry into worship. 	<p>Stories</p> <ul style="list-style-type: none"> Pupils should be encouraged to enquiry into how these stories may be interpreted and what values and beliefs they may be expressing. Pupils should also learn about stories associated with at least one other religious

		<p>tradition. Islam – Night of Power and Sikhism – Malik Bhago and Lalo/ Akbar and the Guru’s kitchen</p> <ul style="list-style-type: none"> Pupils should be encouraged to share their views and thoughts in response to any message or moral these stories may be expressing and support their views with clear and cogent reasons. <p>Artefacts</p> <ul style="list-style-type: none"> Pupils should also learn about worship in at least one other religious tradition – Sikh artefacts diva pots, incense sticks, Islamic artefacts – Qu’ran, prayer mat, compass, head dress. Pupils should be encouraged to share their thoughts and views in response to their enquiry into worship. <p>Festivals</p> <ul style="list-style-type: none"> Pupils should learn about Christian festivals- Easter and Christmas, Lent and harvest. Pupils should also learn about festivals in at least one other religious tradition – Sikhism and Divali, Islam and Eid. Pupils should be encouraged to share their thoughts and views in response to the beliefs that festivals often celebrate. <p>Beliefs</p> <ul style="list-style-type: none"> Pupils should also learn about some central beliefs associated with at least one other religion – Sikhism - forgiveness and Islam – 5 Pillars. Pupils should be encouraged to share their thoughts and views in response to what they have learnt. <p>Leaders in Religion</p> <ul style="list-style-type: none"> Pupils should also learn about the leader of religion in at least one other religious tradition -Muhammad, Guru Nanak. Pupils should be encouraged to share their thoughts and views in response to the 	<p>tradition. Islam – Night of Power and Sikhism – Malik Bhago and Lalo/ Akbar and the Guru’s kitchen</p> <ul style="list-style-type: none"> Pupils should be encouraged to share their views and thoughts in response to any message or moral these stories may be expressing and support their views with clear and cogent reasons. <p>Artefacts</p> <ul style="list-style-type: none"> Pupils should also learn about worship in at least one other religious tradition – Sikh artefacts diva pots, incense sticks, Islamic artefacts – Qu’ran, prayer mat, compass, head dress. Pupils should be encouraged to share their thoughts and views in response to their enquiry into worship. <p>Festivals</p> <ul style="list-style-type: none"> Pupils should also learn about festivals in at least one other religious tradition – Sikhism and Divali, Islam and Eid. 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Pupils should be encouraged to share their views and thoughts in response to any message or moral these stories may be expressing and support their views with clear and cogent reasons. <p>Artefacts</p> <ul style="list-style-type: none"> Pupils should learn about Christian worship – Rosary, Cross, Crucifix, photo of local church. Pupils should be encouraged to share their thoughts and views in response to their enquiry into worship. <p>Beliefs</p> <ul style="list-style-type: none"> Pupils should learn about some major Christian beliefs forgiveness and greed. <p>Leaders in Religion</p> <ul style="list-style-type: none"> They should have knowledge of events in Jesus’ life. They should also have learnt that Jesus showed a particular concern for the marginalised and rejected as reflected in his attitude towards people like Zacchaeus the tax collector and the Roman Centurion 62 whose servant was sick. They should also have been taught about Christian beliefs about Jesus, for example, that Jesus is not in the Christian tradition merely a prophet of God and he was not just a wise man who taught about God or that Jesus was a moral teacher who taught about what was right and wrong. <p>Holy Books</p> <ul style="list-style-type: none"> Pupils should learn about the Bible as the holy book of Christianity. 	<p>consider different types of asking prayers and whether asking for some things might be appropriate while other things might not be.</p> <ul style="list-style-type: none"> The Lord’s Prayer as a model for prayer involving devotion, confession and petition Pupils should be encouraged to share their thoughts and views in response to their enquiry into worship. They should be taught to support their views or beliefs making use of reasons which are clear and cogent. <p>Beliefs</p> <ul style="list-style-type: none"> Pupils should learn about some major Christian beliefs forgiveness and greed <p>Leaders in Religion</p> <ul style="list-style-type: none"> Pupils should be encouraged to share their thoughts and views in response to the beliefs held about leaders of religion. <p>Holy Books</p> <ul style="list-style-type: none"> Pupils should also learn about the holy book or scriptures associated with at least one other religion - Islam and Qu’ran. Pupils should be encouraged to share their thoughts and views in response to what they have learnt 	<p>Festivals</p> <ul style="list-style-type: none"> Pupils should also learn about festivals in at least one other religious tradition – Sikhism and Divali, Islam and Eid. 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PROGRESSION OF SKILLS

		<p>beliefs held about leaders of religion.</p> <p>Holy Books</p> <ul style="list-style-type: none"> Pupils should also learn about the holy book or scriptures associated with at least one other religion - Islam and Qu'ran. Pupils should be encouraged to share their thoughts and views in response to what they have learnt 	<ul style="list-style-type: none"> Pupils should also learn about the holy book or scriptures associated with at least one other religion - Islam and Qu'ran. Pupils should be encouraged to share their thoughts and views in response to what they have learnt 	<ul style="list-style-type: none"> Pupils should explore the Christian belief that the Bible is 'holy' and that individuals have received divine revelation or have been divinely inspired. They should learn that for Christians the Bible is made up of two main sections, of which there is material which pre dates the life of Jesus, which is sacred for both Jews and Christians. They should learn about stories (see earlier section on stories p.61) associated with certain books of the Bible, for example, Genesis, Exodus and the Gospels. Pupils should be taught that the Bible is divided into named books, numbered chapters and numbered verses Pupils should be encouraged to share their thoughts and views in response to what they have learnt. 		<ul style="list-style-type: none"> Pupils may explore the life of a well-known person drawn from history - Thomas Barnardo Pupils should explore in what way this person's life and work has any direct links to Christian teaching and practice and in what ways, if any, their faith may be of help to them. Pupils should be encouraged to share their thoughts and views in response to what they have learnt.
History	Context	<p>Romans/Volcanoes</p> <ul style="list-style-type: none"> Children will study the Roman invasions of Britain and where they fit into world history They will investigate the Roman army and daily life of soldiers and civilians They will investigate the Roman impact on Britain including the battles with the ancient Britons (Boudicca and the Iceni tribe in particular) They will study the eruption of Mount Vesuvius in Pompeii on August 24th AD79 		<p>Mighty Midlands</p> <ul style="list-style-type: none"> Local study of the Midlands focussing on the changes during the industrial revolution – in particular the effect that Cadburys had on Birmingham and the surrounding area The children will study the history of Baggeridge Country park 		
	Skills	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> the Roman Empire and its impact on Britain <p>Pupils should continue to develop:</p> <ul style="list-style-type: none"> A chronologically secure knowledge and understanding of British and world history Establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. 		<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> A local history study <p>Pupils should continue to develop:</p> <ul style="list-style-type: none"> A chronologically secure knowledge and understanding of local history Establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise 		

PROGRESSION OF SKILLS

		<ul style="list-style-type: none"> They should understand how our knowledge of the past is constructed from a range of sources– Primary and secondary i.e. artefacts, diaries, letters, newspaper articles. 	<ul style="list-style-type: none"> They should understand how our knowledge of the past is constructed from a range of sources – primary and secondary i.e. artefacts, diaries, letters, newspaper articles. 	<p>historically valid questions about change, cause, similarity and difference, and significance.</p> <ul style="list-style-type: none"> They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources— primary and secondary i.e. artefacts, diaries, letters, newspaper articles. 	
Geography	Context		<p>Volcanoes</p> <ul style="list-style-type: none"> The children will study dangerous volcanoes across the world 	<p>Mighty Midlands</p> <ul style="list-style-type: none"> The children will study the Midlands and its importance to the British economy – in particular Cadbury’s 	<p>The Local Area</p> <p>Fieldwork will be undertaken at Baggeridge Country Park and Astley Burf Outdoor and adventure centre</p>
	Skills		<ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: volcanoes and earthquakes use maps, atlases, globes 	<ul style="list-style-type: none"> name and locate cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills), and land-use patterns; and understand how some of these aspects have changed over time understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom describe and understand key aspects of: physical geography, including the water cycle (in Science) human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, minerals use maps, atlases, globes 	<ul style="list-style-type: none"> use maps use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Design and Technology	Context	Electrical board game		Food – linked to Mighty Midlands topic	Sewing – soft toy animals
	Skills	<ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] 		<ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet – e.g. Healthy Pizza prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques – Healthy Pizza 	<ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches select from and use a wider range of materials and components, including textiles and ingredients, according to their functional properties and aesthetic qualities investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world

PROGRESSION OF SKILLS

Computing	Context	<u>Computing in the Wider World; e-safety</u> E-Safety: Cyber Bullying RMUnify – Think U Know	<u>Digital Literacy</u> j2e 5 – An Introduction Microsoft Word	<u>Computer Science</u> Coding: Purple Mash (Gibbon)	<u>Digital Literacy</u> Blippit 10 – App Maker	<u>Computer Science</u> Coding: Scratch	<u>Digital Literacy</u> Multi-media Presentation using J2E (collaborative work)
	Skills	<ul style="list-style-type: none"> ✚ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact (cyber-bullying) ✚ use search technologies effectively, 	<ul style="list-style-type: none"> ✚ j2e 5 – An Introduction ✚ Skills: adding text, images; opening shared work; publishing to school blog ✚ Microsoft Word ✚ Skills – recapping of Y3: print/save as/open – k and n drive (link to network topic from Y3) ✚ control of layout and font ✚ sp. and grammar check ✚ Word Art ✚ Formatting images ✚ select, use and combine a variety of software (including internet services) to design and create content that accomplish given goals, including collecting, analysing, evaluating and presenting information ✚ use search technologies effectively, 	<ul style="list-style-type: none"> ✚ Coding: Purple Mash (Gibbon) ✚ vocab/focus: sequence, selection and repetition ✚ design, write and debug programs that accomplish specific goals; ✚ use sequence, selection, and repetition in programs; 	<ul style="list-style-type: none"> ✚ Blippit 10 – App Maker ✚ Use app from Windows screen; ✚ Choose log-in through RMUnify ✚ Username@cotwalldudley ✚ Uses Python coding ✚ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information ✚ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 	<ul style="list-style-type: none"> ✚ Coding: Scratch ✚ Use BBC site – Decomposition to understand how to create a program. ✚ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ✚ use sequence, selection, and repetition in programs; work with forms of input and output 	<ul style="list-style-type: none"> ✚ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information ✚ embedding videos, images and sounds ✚ use search technologies effectively,
Art and design	Context	Artwork linked to the Romans - volcanoes, mosaics, collaging		Artwork linked to The Mighty Midlands – e.g. water colour landscapes/skyscapes,		Artwork linked to Habitats – e.g. clay animals, natural art (Richard Shilling/Andy Goldsworthy)	
	Skills	<ul style="list-style-type: none"> ✚ to create sketch books to record their observations and use them to review and revisit ideas ✚ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay 		<ul style="list-style-type: none"> ✚ to create sketch books to record their observations and use them to review and revisit ideas ✚ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay 		<ul style="list-style-type: none"> ✚ to create sketch books to record their observations and use them to review and revisit ideas ✚ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay 	
Science	Context	Sound and Hearing	Electricity	States of Matter		Animals and Humans	Living Things and Their Habitats
	Skills	Pupils should be taught to: <ul style="list-style-type: none"> ✚ identify how sounds are made, associating some of them with something vibrating ✚ recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of 	Pupils should be taught to: <ul style="list-style-type: none"> ✚ identify common appliances that run on electricity ✚ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers 	Pupils should be taught to: <ul style="list-style-type: none"> ✚ compare and group materials together, according to whether they are solids, liquids or gases ✚ observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) ✚ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 		Pupils should be taught to: <ul style="list-style-type: none"> ✚ describe the simple functions of the basic parts of the digestive system in humans ✚ identify the different types of teeth in humans and their simple functions 	Pupils should be taught to: <ul style="list-style-type: none"> ✚ recognise that living things can be grouped in a variety of ways ✚ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

PROGRESSION OF SKILLS

		<p>a sound and features of the object that produced it</p> <ul style="list-style-type: none"> ✚ find patterns between the volume of a sound and the strength of the vibrations that produced it ✚ recognise that sounds get fainter as the distance from the sound source increases. 	<ul style="list-style-type: none"> ✚ identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery ✚ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit ✚ recognise some common conductors and insulators, and associate metals with being good conductors. 			<ul style="list-style-type: none"> ✚ construct and interpret a variety of food chains, identifying producers, predators and prey. ✚ recognise that environments can change and that this can sometimes pose dangers to living things.
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