

Driver – Science

- Identify and name the parts of the human digestive system
- Know the functions of the organs in the human digestive system
- Gather, record, classify and present data in a variety of ways to help in answering questions
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- include oral and written explanations, displays or presentations of results and conclusions
- Use straightforward scientific evidence to answer questions or to support their findings.
- Identify and know the different types of human teeth
- Know the functions of different human teeth
- include oral and written explanations, displays or presentations of results and conclusions
- Use straightforward scientific evidence to answer questions or to support their findings.
- Use and construct food chains to identify producers, predators, prey and decomposers
- include oral and written explanations, displays or presentations of results and conclusions
- Use straightforward scientific evidence to answer questions or to support their findings.
- Use classification keys to group, identify and name living things including flowering and non-flowering plants (mosses/ ferns/ seaweed)
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- Use classification keys to group, identify and name vertebrate animals into groups such as fish, amphibians, reptiles, birds and mammals and invertebrates into snails and slugs, worms, spiders, and insects.
- Identify differences, similarities or changes related to simple scientific ideas and processes
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

PSHE

- Know that sometimes people make assumptions about a person because of the way they look or act
- Know there are influences that can affect how we judge a person or situation
- Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyberbullying
- Know what to do if they think bullying is, or might be taking place
- Know the reasons why witnesses sometimes join in with bullying and don't tell anyone
- Know that first impressions can change.
- Try to accept people for who they are
- Identify influences that have made them think or feel positively/negatively about a situation
- Identify feelings that a bystander might feel in a bullying situation
- Identify reasons why a bystander might join in with bullying
- Revisit the 'Solve it together' technique to practise conflict and bullying scenarios
- Identify their own uniqueness
- Be comfortable with the way they look
- Identify when a first impression they had was right or wrong
- Be non-judgemental about others who are different

Year 4 Curriculum Map – Autumn 2

What happens to the food we eat?

Music

- Identify 2/4, 3/4, and 4/4 metre.
- Identify the tempo as fast, slow or steady.
- Recognise the style of music you are listening to.
- Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.
- Demonstrate good singing posture. Explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, B \flat , C G, A, B, C, D, E, F \sharp D, E, F \sharp , G, A, B, C
- Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major
- Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation.
- Create music in response to music and video stimulus.
- Use music technology, if available, to capture, change and combine sounds..
- Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.
- Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.

MFL

- Remember the nouns for family members in French from memory.
- Describe our own or a fictitious family in French by name, age, and relationship.
- Count to 70 in French.
- Understand possessive adjectives better in French ('my' form only).

Computing

Lesson 1: iMake Blocks

- To understand the need to reuse code in programming
- To create custom blocks (procedures) in Scratch

Lesson 2: iSync

- To understand that action can be programmed to synchronise

Lesson 3: iScene

- To understand that broadcasts can be used to change scenes in Scratch

Lesson 4: iDebug

- To detect and correct errors in a computer program

Lesson 5: iCreate

To understand that code can be remixed and reused to create new content

PE

- sprint over a short distance and show stamina when running over a long distance
- jump in different ways
- throw in different ways and hit a target, when needed
- throw and catch accurately with one hand
- hit a ball accurately with control
- vary tactics and adapt skills depending on what is happening in a game
- move in a controlled way
- include change of speed and direction in a sequence
- work with a partner to create, repeat and improve a sequence with at least three phases
- take the lead when working with a partner or group
- use dance to communicate an idea
- follow a map in a (more demanding) familiar context
- follow a route within a time limit
- provide support and advice to others in gymnastics and dance
- be prepared to listen to the ideas of others
- I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas.
- develop their swimming aiming for competency, confidence and proficiency over increasing distance
- develop their use of a range of strokes effectively, for example front crawl, backstroke and breaststroke
- develop their awareness of safe self-rescue in different water based situations

RE

- Recall and talk about some rules for living in religious traditions (B2).
- Find out at least two teachings from religions about how to live a good life (C3).
- Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).
- Make connections between stories of temptation and why people can find it difficult to be good (A2).
- Give examples of ways in which some inspirational people have been guided by their religion (B1).
- Discuss their own and others' ideas about how people decide right and wrong (C3).
- Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system (B3).
- Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity (C3).

Art

- begin to make individual choices in their choice of media
- Show body language in sketches and paintings
- Use line, tone, shape and colour to represent figures and forms in movement
- Show reflections in art
- Mix tertiary colours
- Know how different colours affect our mood/feelings compare/contrast two paintings with separate moods.
- experiment with the styles used by other artists.
- explain some of the features of art from historical periods.
- know how different artists developed their specific techniques
- Replicate some of the techniques