

Science - Driver

- Know how sound is made, associating some of them with vibrating
- Know how sound travels *through a medium* from a source to our ears
- Know the correlation between pitch and the object producing a sound
- Know the correlation between the volume of a sound and the strength of the vibrations that produced it
- Know what happens to a sound as it travels away from its source

Computing

iAnimate unit - Digital Literacy

Lesson 1: iFlip • To understand what an animation is

Lesson 2: iDraw • To create a scene for an animation

Lesson 3: iFrame • To understand that animations can be created using digital tools

Lesson 4: iScene • To create an animated scene

Lesson 5: iProduce • To storyboard and create a short animation

PSHE

Knowledge

- Know how different friendship groups are formed and how they fit into them
- Know which friends they value most
- Know that there are leaders and followers in groups • Know that they can take on different roles according to the situation
- Know the facts about smoking and its effects on health
- Know some of the reasons some people start to smoke
- Know the facts about alcohol and its effects on health, particularly the liver
- Know some of the reasons some people drink alcohol
- Know ways to resist when people are putting pressure on them
- Know what they think is right and wrong.

Social and Emotional Skills

- Can identify the feelings that they have about their friends and different friendship groups
- Recognise how different people and groups they interact with impact on them
- Identify which people they most want to be friends with
- Recognise negative feelings in peer pressure situations
- Can identify the feelings of anxiety and fear associated with peer pressure
- Can tap into their inner strength and knowhow to be assertive

Sun Safety Curriculum

Can I describe how to stay safe in the sun and why it is important?

Activity- look at the power point and discuss. Look at the posters and then create a poster with reasons why to stay safe.

Year 4 Curriculum Map – Spring 2

Why is music loved by so many?

Music

- Explain what a main theme is and identify when it is repeated.
- Know and understand what a musical introduction is and its purpose.
- Recall by ear memorable phrases heard in the music.
- Sing expressively, with attention to breathing and phrasing.
- Sing expressively, with attention to staccato and legato.
- Read and perform pitch notation within a range.
- Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.
- Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of 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.
- Use simple dynamics.
- Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.
- Rehearse and enjoy the opportunity to share what has been learned in the lessons.
- Perform, with confidence, a song from memory or using notation.

RE

Emerging:

- Recognise and identify some differences between religious festivals and other types of celebrations (B2).
- Retell some stories behind festivals (e.g. Divali, Pesach) (A2).

Expected:

- Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).
- Ask questions and give ideas about what matters most to believers in festivals (e.g. Eid) (B2).
- Identify similarities and differences in the way festivals are celebrated within and between religions (A3).
- Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).

Exceeding:

- Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (Eid) (C2).
- Suggest how and why religious festivals are valuable to people within this religion (B2).

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 know where I am with my learning and I have begun to challenge myself.
- I can make up my own rules and versions of activities.
- I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.

DT

- know how to be both hygienic and safe when using food
- bring a creative element to the food product being designed

MFL

- Spring 2 - Habitats Teaching Type: Intermediate Unit Objective: To speak and write about different habitats, plants and animals in French. By the end of this unit we will be able to:
 - Say and write the key elements that animals and plants need to survive.
 - Name the 5 most common types of habitats.
 - Name an animal and a plant that live and grow in each type of habitat.