



# Non-Topic Termly Overviews

Year: 4

Term: Spring

Subjects	Objectives/Learning intentions
<b>Science</b>  Sound / Electricity	<p><b>Sound</b></p> <ul style="list-style-type: none"> <li>• identify how sounds are made, associating some of them with something vibrating</li> <li>• recognise that vibrations from sounds travel through a medium to the ear</li> <li>• find patterns between the pitch of a sound and features of the object that produced it</li> <li>• recognise that sounds get fainter as the distance from the sound source increases</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>• ask relevant questions and use different types of scientific enquiries to answer them</li> <li>• set up simple practical enquiries, comparative and fair tests</li> <li>• make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• gather, record, classify and present data in a variety of ways to help in answering questions</li> <li>• record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• identify differences, similarities or changes related to simple scientific ideas and processes</li> </ul> <p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>• identify common appliances that run on electricity</li> <li>• construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>• 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</li> <li>• recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>• recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>• set up simple practical enquiries, comparative and fair tests</li> <li>• make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> </ul>
<b>DT</b>  Making an alarm  Mechanics day	<p><b>To master practical skills</b>  <b>Electricals and electronics</b></p> <ul style="list-style-type: none"> <li>• I have made a product that uses electrical components e.g. switches, bulbs, motors and buzzers.</li> </ul> <p><b>To master practical skills</b>  <b>Mechanics</b></p> <ul style="list-style-type: none"> <li>• I can make a product using levers, sliders, wheels, axles and winding mechanisms.</li> <li>• I have explored the use of pneumatics and hydraulics.</li> </ul>

<p><b>Music</b></p> <p>Wider Ops / Class instruments</p>	<p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>• To know our songs from memory and who sang or wrote them</li> <li>• I know the style of the songs and can talk about some of the style indicators</li> <li>• I can use musical words and talk about</li> <li>• the lyrics (what the song is about),</li> <li>• how the musical dimensions work together in the song (texture, dynamics, tempo, pitch, rhythm)</li> <li>• the main sections of the song (intro, verse, chorus...)</li> <li>• name the instruments in the song</li> <li>• I can confidently identify the pulse</li> <li>• I can talk about how the song makes me feel</li> </ul> <p><b>Musical Activities</b></p> <p><u>Games</u></p> <ul style="list-style-type: none"> <li>• I know and can talk about</li> <li>• pulse is the heartbeat of the music</li> <li>• rhythm is the long and short patterns over the pulse</li> <li>• pitch is the high and low sounds used to create melodies</li> <li>• how to keep the internal pulse</li> <li>• how pulse, rhythm and pitch work together</li> <li>• I can clap and say back rhythms, create my own or lead the class</li> <li>• I can copy back using 2 notes, without then with notation</li> <li>• I can be a musical leader, creating ideas for the group to copy or respond to</li> </ul> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>• I can sing in unison and in simple two-parts</li> <li>• follow a leader</li> <li>• try singing solo</li> <li>• sing with awareness of being 'in tune'</li> <li>• listen to the group when singing</li> <li>• re-join the song if lost</li> <li>• I understand and can talk about</li> <li>• the roles of a choir, the leader or conductor</li> <li>• why we need to warm up our voices</li> <li>• the need to listen to each other when singing in a group</li> <li>• how songs can make you feel different things</li> </ul> <p><u>Playing</u></p> <ul style="list-style-type: none"> <li>• I can talk about the instruments used in class and am aware of other instruments that may be used</li> <li>• I can play a part/ different parts on a tuned instrument – one-note, simple or medium, or the melody – from memory or notation</li> <li>• I can play a musical instrument with the correct technique in our song</li> <li>• I can listen to and follow musical instructions from a leader</li> </ul> <p><u>Improvisation</u></p> <ul style="list-style-type: none"> <li>• I know that using 1 or 2 notes confidently is better than 5</li> <li>• I know I can use some riffs/patterns learned in my improvisation</li> <li>• I can improvise using instruments in the context of the song I am learning</li> </ul> <p><u>Compositions</u></p> <ul style="list-style-type: none"> <li>• I know a composition is kept in some way and can be recorded in different ways (letter names, symbols, audio, etc)</li> <li>• I can help to plan and create one or more simple melodies using 1, 3 or 5 notes.</li> <li>• I can make musical decisions about the pulse, rhythm, pitch, dynamics and tempo.</li> </ul>
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	<ul style="list-style-type: none"> <li>I can record the composition in a way that connects sound and symbol (eg. graphic/pictorial notation)</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>I know performances can be big or small and to any size of audience</li> <li>I know it needs to be planned and performed clearly and confidently to communicate feelings, thoughts and ideas to the audience</li> <li>I can reflect on and evaluate the performance</li> </ul>
<b>French</b>  Unit F, My Town  Unit G, Describing People	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>I can understand some simple instructions and follow them</li> <li>I can recognise who is being talked about in a sentence from the pronoun (a word that replaces the subject of a sentence, e.g. 'je', 'tu', 'il', 'elle').</li> <li>I can recognise that the structure of some French sentences differs from English.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>I can prepare and present a set of simple instructions to a group for them to follow, e.g. some directions.</li> <li>I can say a few sentences to describe where I live.</li> <li>I can say full sentences from memory, with accurate pronunciation, so that others can understand me.</li> <li>I can give short descriptions of other people, including my family and friends.</li> <li>I can use either 'les' or 'des' with plural nouns.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>I can read a simple rhyme, song or story aloud to my class.</li> <li>I can recognize common sentences or word order patterns in French.</li> <li>I can recognise subject pronouns (words that replace the subject of a sentence) such as 'je', 'tu', 'il' and 'elle'.</li> <li>I can recognize the first, second and third person singular forms of some common verbs in the present tense, e.g. 'je mange', 'tu manges', 'il/elle mange'.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>I can complete a written sentence by adding letters, words and phrases.</li> <li>I can write a few simple sentences to describe where I live from memory.</li> <li>I can show understanding by writing sentences or phrases which summarise some of the content of stories, songs and poems.</li> <li>I can write some phrases and simple sentences from memory.</li> <li>I can write a few simple sentences about other people, including my family and friends, from memory.</li> </ul>
<b>PE</b>  Dance / Gymnastics / Swimming	<p><b>To Acquire and Develop Skills</b></p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Move in a clear, fluent and expressive manner.</li> <li>Respond to the stimuli through the appropriate language, creating their own ideas and movement phrases</li> <li>Use range of actions and begin to combine movement phrases and patterns</li> <li>Begin to respond within a small group of partnership to speed and level</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Plan, perform, repeat and refine sequences, showing quality movement phrases, combining different actions for effect ((flexibility, strength, technique, control and balance))</li> <li>Travel in a variety of ways, including flight, by transferring weight to generate power in movement.</li> </ul>

	<ul style="list-style-type: none"> <li>• Show a kinaesthetic sense in order to improve placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape.</li> <li>• Explore different combinations of apparatus to look at shape, balance and travel. Know how to utilise this equipment to enhance their performance</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>• Swim between 25 and 50 metres unaided.</li> <li>• Use more than one stroke and</li> <li>• Swim at the surface and below the water.</li> </ul> <p><b>To Select and Apply skills, tactics and compositional ideas</b></p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Begin to design own movement phrases that respond to the stimuli or emotion</li> <li>• Use a range of movement and dance phrases within different ways(unison and canon) with a partner or group</li> <li>• Remember, perform and evaluate short dance phrases showing an understanding and an awareness of others</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Begin to develop a longer and more varied movement phrase with smooth planned links between actions</li> <li>• Perform a sequence where they combine speed, level, direction and a variety of shapes</li> <li>• Work within different groups to contribute to a variety of different sequences</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>• Coordinate leg and arm movement to allow effective propulsion across the pool</li> <li>• Co-ordinate breathing as appropriate for the stroke being used.</li> </ul> <p><b>To Improve and Evaluate</b></p> <ul style="list-style-type: none"> <li>• Observe others carefully, in relation to the success criteria, begin to modify and change in response to what they see</li> <li>• Be confident to analyse and comment on what they see</li> </ul> <p><b>Knowledge and understanding of fitness and health</b></p> <ul style="list-style-type: none"> <li>• Swing and hang from equipment safely (using hands).</li> <li>• Begin to think about warm up activities that prepare them for exercise</li> <li>• Talk confidently about the effect exercise has on their body and why they need exercise to stay fit and healthy</li> </ul>
<p><b>PSHE</b></p> <p>Online relationships [including Internet Safety Week] / Healthy Eating and Physical Activity [including Health Week]/ Drug Education</p>	<p><b>Online relationships</b></p> <ul style="list-style-type: none"> <li>• I know that everything shared online has a digital footprint.</li> <li>• I know that people may behave differently online (including pretending to be someone they are not).</li> <li>• I can explain that knowing someone online differs from knowing someone face-to-face and that there are risks in communicating with someone they don't know.</li> <li>• I know what to do or whom to tell if I am worried about any contact online.</li> <li>• I can recognise an online advert.</li> <li>• I can compare content shared for factual purposes and for advertising.</li> <li>• I understand that search results can be ordered based on website popularity.</li> <li>• I know that personal information can be used to encourage people to buy things.</li> </ul> <p><b>Healthy Eating and Physical Activity</b></p> <ul style="list-style-type: none"> <li>• I can identify a wide range of factors that maintain a balanced, healthy lifestyle (physically and mentally).</li> </ul>

	<p><b>Drug Education</b></p> <ul style="list-style-type: none"> <li>• I can explain what a 'drug' is.</li> <li>• I can identify some risks associated with drugs common to everyday life.</li> <li>• I know that drugs common to everyday life e.g. cigarettes, e-cigarettes, alcohol and medicine can affect health and wellbeing.</li> <li>• I understand that for some people drugs can become a habit which is difficult to break.</li> <li>• I can identify some effects related to different drugs and that all drugs can have side effects</li> </ul>
RE	<p><b>SIKHISM</b></p> <p><b>What can we learn from a Gurdwara?</b></p> <ul style="list-style-type: none"> <li>• Why is going to a Gurdwara important to Sikhs?</li> <li>• What are the key features of every Gurdwara?</li> <li>• What is the langar and what is its function?</li> <li>• What happens in a Sikh service?</li> <li>• What role does the Guru Granth Sahib play in worship?</li> </ul> <p><u>Outcomes</u></p> <ul style="list-style-type: none"> <li>• Explain the links between the features found at the Gurdwara and the beliefs that underlie them.</li> <li>• Make links between what happens in a Sikh service and the beliefs or ideas that underlie them.</li> </ul> <p><b>COURAGEOUS ADVOCACY</b></p> <p><b>What is Fair Trade?</b></p> <ul style="list-style-type: none"> <li>• How does the story of the Widow's Mite link to the work of Christian Aid?</li> <li>• What charities illustrate Jesus' teaching about generosity?</li> <li>• What does Fair Trade mean?</li> <li>• What are the benefits of Fair Trade?</li> </ul> <p><u>Outcomes</u></p> <ul style="list-style-type: none"> <li>• Make links between the work of Fair Trade charities and the teachings of Jesus.</li> <li>• Connect the work of Christian Aid with the teachings of Jesus.</li> <li>• Express views about Fair Trade and justice.</li> <li>• Consider the benefits of Fair Trade in relation to justice and poverty.</li> </ul>
Computing	<p><b>Non-topic</b></p> <p><b>E-safety</b></p> <ul style="list-style-type: none"> <li>• Give examples of the risks posed by online communicators</li> <li>• Know where to go for help and support when they have concerns about content or contact online</li> </ul> <p><b>Handling Data</b></p> <p><b>DATA LOGGING</b></p> <ul style="list-style-type: none"> <li>• Explain that data gathered over time can be used to answer questions</li> <li>• Use a digital device to collect data automatically</li> <li>• Explain that a data logger collects 'data points' from sensors over time</li> <li>• Use data collected over a long duration to find information</li> <li>• Identify data needed to answer questions</li> <li>• Use collected data to answer questions</li> </ul> <p><b>Programming (Coding)</b></p>

	<b>REPTITION IN SHAPES</b> <ul style="list-style-type: none"> <li>• Identify that accuracy in programming is important</li> <li>• Create a program in a text-based language</li> <li>• Explain what 'repeat' means</li> <li>• Modify a count-controlled loop to produce a given outcome</li> <li>• Decompose a task into small steps</li> <li>• Create a program that uses count-controlled loops to produce a given outcome</li> </ul>
<b>Cultural Capital</b>	Visit to Sikh Gurdwara
<b>Class Reading Book</b>	The Journey by Aaron Becker