



Non-Topic Termly Overviews

Year: 4

Term: Summer

Subjects	Objectives/Learning intentions
Science Living Things / Teeth and Eating	Living Things • 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 • recognise that environments can change and that this can sometimes pose dangers to living things. Working Scientifically • ask relevant questions and use different types of scientific enquiries to answer them Teeth and Eating • 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 • construct and interpret a variety of food chains, identifying producers, predators and prey. Working Scientifically • set up simple practical enquiries, comparative and fair tests • make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • 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 • report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
Computing Recording music	Non-topic E-safety • Give examples of the risks posed by online communicators • Know where to go for help and support when they have concerns about content or contact online Multimedia PHOTO EDITING • Explain that digital images can be changed • Change the composition of an image • Describe how images can be changed for different uses • Make good choices when selecting different tools • recognise that not all images are real • Evaluate how changes can improve an image Programming (Coding) REPETITION IN GAMES • Develop the use of count-controlled loops in a different programming environment

	• Explain that in programming there are infinite loops and count-controlled loops • Develop a design that includes two or more loops which run at the same time • Modify an infinite loop in a given program • Design a project that includes repetition
Music Wider Ops / Class instruments	Listen and Appraise • To know our songs from memory and who sang or wrote them • I know the style of the songs and can talk about some of the style indicators • I can use musical words and talk about • the lyrics (what the song is about), • how the musical dimensions work together in the song (texture, dynamics, tempo, pitch, rhythm) • the main sections of the song (intro, verse, chorus...) • name the instruments in the song • I can confidently identify the pulse • I can talk about how the song makes me feel Musical Activities Games • I know and can talk about • pulse is the heartbeat of the music • rhythm is the long and short patterns over the pulse • pitch is the high and low sounds used to create melodies • how to keep the internal pulse • how pulse, rhythm and pitch work together • I can clap and say back rhythms, create my own or lead the class • I can copy back using 2 notes, without then with notation • I can be a musical leader, creating ideas for the group to copy or respond to Singing • I can sing in unison and in simple two-parts • follow a leader • try singing solo • sing with awareness of being 'in tune' • listen to the group when singing • re-join the song if lost • I understand and can talk about the roles of a choir, the leader or conductor • why we need to warm up our voices • the need to listen to each other when singing in a group • how songs can make you feel different things Playing • I can talk about the instruments used in class and am aware of other instruments that may be used • I can play a part/ different parts on a tuned instrument – one-note, simple or medium, or the melody – from memory or notation • I can play a musical instrument with the correct technique in our song • I can listen to and follow musical instructions from a leader Improvisation • I know that using 1 or 2 notes confidently is better than 5 • I know I can use some riffs/patterns learned in my improvisation • I can improvise using instruments in the context of the song I am learning

	Compositions • I know a composition is kept in some way and can be recorded in different ways (letter names, symbols, audio, etc) • I can help to plan and create one or more simple melodies using 1, 3 or 5 notes. • I can make musical decisions about the pulse, rhythm, pitch, dynamics and tempo. • I can record the composition in a way that connects sound and symbol (eg. graphic/pictorial notation) Performance • I know performances can be big or small and to any size of audience • I know it needs to be planned and performed clearly and confidently to communicate feelings, thoughts and ideas to the audience • I can reflect on and evaluate the performance
French Unit H, The Body	Listening • I can identify the gender of a noun from its article in spoken French Speaking • I can recite a simple finger rhyme or song from memory • I can use the correct article (the word for 'the' or 'a' that comes before the noun) most of the time to match the gender of the noun. • I can describe things using simple adjectives. • I can ask for simple opinions and give my own e.g. likes and dislikes. • I can say a few sentences about the things I like to do, e.g my daily routine or hobbies, including simple likes and dislikes. Reading • I can identify the gender of a French noun from its article (the word for 'the' or 'a') that comes before the noun. • I can recognise subject pronouns (words that replace the subject of a sentence) such as 'je', 'tu', 'il' and 'elle'. • I can use a bilingual dictionary to look up the meaning in English of unfamiliar words in French. • I can use a bilingual dictionary to find the French translation of English words. • I can recognise common sentence and word order patterns in French. Writing • I can use the correct article (the word for 'the' or 'a' that comes before the noun.) most of the time to match the gender of the gender of the noun. • I can express my opinions using simple sentences. • I can use a model to write sentences in the first person, e.g. 'Je mange une pomme.' • I can write the correct form of some common verbs in the first person present tense, e.g. 'je suis'.
PE Athletics Games [striking & fielding / invasion games] Swimming	To Acquire and Develop Skills Games • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands) before passing to a member of the team • Perform an advancing range of skills with accuracy and control, repeatedly in a range of situations • Use a range of different skills with increasing control and accuracy Athletics • Sprint over a short distance up to 100 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm).

	• Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. Swimming • Swim between 25 and 50 metres unaided. • Use more than one stroke. • Swim at the surface and below the water. To Select and Apply skills, tactics and compositional ideas Games • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Pass to teammates at appropriate times. • Lead others and act as a respectful team player. Athletics • Compete with others and aim to improve personal best performances. • Choose which throw, running pace or action to compete to allow them to reduce their times, increase the distance within areas of athletics Swimming • Coordinate leg and arm movement to allow effective propulsion across the pool • Co-ordinate breathing as appropriate for the stroke being used. To Improve and Evaluate • Show an ability to both lead and form part of a team. • Observe others carefully, in relation to the success criteria, begin to modify and change in response to what they see • Be confident to analyse and comment on what they see Knowledge and understanding of fitness and health • Begin to think about warm up activities that prepare them for exercise • Talk confidently about the effect exercise has on their body and why they need exercise to stay fit and healthy
PSHE Growing up and Relationships / Being Safe / Money & Work [including Money Week]	Growing up and Relationships • I can use vocabulary to sensitively discuss difference and include everyone. • I know the changes that take place in our lives and other peoples as we grow up. (Lesson 1) • I understand the feelings associated with change and how they may differ from person to person. (Lesson 1) • I can describe the physical and social changes that happen as we grow and move through the human lifecycle. (Lesson 2) • I know how to identify external genitalia and reproductive organs. (Lesson 3) • I know about the physical and emotional changes during puberty. (Lesson 3) • I know how to discuss the challenges of puberty with a trusted adult. (Lesson 3) • I know the importance of personal hygiene routines during puberty including washing regularly and using deodorant. (Lesson 4) • I know how to get information, help and advice about puberty. (Lesson 5) • I know when it is right to keep or break a confidence or share a secret. (Lesson 5) • I can report concerns and seek help if worried or uncomfortable about someone's behaviour, including online. (Lesson 5) • I can identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations. (Lesson 5) • I know how to ask for, give and not give permission for physical contact. (Lesson 5) • I know how it feels in a person's mind and body when they are uncomfortable. (Lesson 5)

	• I know how to respond to unwanted or unacceptable physical contact. (Lesson 5) • I can explain who I need to tell if I am concerned about unwanted physical contact. (Lesson 5) • I know key facts about the menstrual cycle and menstrual wellbeing and body changes. (Lesson 6 – Girls only) • I know strategies to manage the changes during puberty including menstruation (Lesson 6 - Girls only). Being Safe • I can report concerns or abuse to an appropriate adult using the correct vocabulary and confidence. • I can ask for advice or help for myself and for others (about being safe or unsafe people/environments). • I can explain the importance of taking medicines correctly and using household products safely. • I can explain the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health. • I know how to maintain oral hygiene and dental health, including how to brush and floss correctly. • I can explain that common illnesses can be quickly and easily treated with the right care (e.g. by visiting the doctor when necessary). Money and Work • I know how I can keep track of money and why it is important to know how much is being spent. • I know about different ways to pay for things and the reasons for choosing to use each one. • I know that people make different spending decisions based on budgets, values and needs. • I know that how people spend money can have positive and negative effects on others (e.g. charities, single use plastics)
RE	GOSPEL What kind of world did/does Jesus want? • Why did the disciples give everything up to follow Jesus? • What happens in the story of the Good Samaritan? • How does Jesus challenge people about the way they live? • What might Jesus' actions towards the leper mean for a Christian? • What kind of world do you think Jesus wants and how does this differ to the world at present? • How does a Christian leader seek to make the world that Jesus wants? • Can you describe a Christian charity and how it puts Jesus' teachings into practice? Outcomes • Identify this as part of a 'Gospel' which tells the story of the life and teaching of Jesus. • Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. • Offer some ideas about the meaning of the Good Samaritan story for Christians and make simple links between the Good story and the importance of charity in Christian life. • Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. • Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. • Give some examples of how Christians act to show that they are following Jesus. • Make links between the Bible stories studied and the importance of love, in the world today, expressing some ideas of their own clearly.

	PEOPLE OF GOD What is it like for Christians to follow God? • What do Christians believe a covenant is? • What are the stories of Noah and Abraham and how did God make a covenant with both? • How do Christians make covenants with God? • How do people try to live the way God wants? <u>Outcomes</u> • Make clear links between the story of Noah and the idea of covenant. • Make clear links between the story of Abraham and the concept of faith. • Make simple links between People of God (Noah/Abraham) and how some Christians choose to live in their whole lives and in their church communities. • Make links between the stories of Noah and Abraham and how we live in school and the wider world.
Class Reading Book	The Demon Dentist by David Walliams