



Non-Topic Termly Overviews

Year: 4

Term: Autumn

Subjects	Objectives/Learning intentions
Science States of Matter / Working Scientifically	<p>States of Matter</p> <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. <p>Working Scientifically</p> <ul style="list-style-type: none"> ask relevant questions and use different types of scientific enquiries to answer them 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 use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identify differences, similarities or changes related to simple scientific ideas and processes Use straightforward scientific evidence to answer questions or to support their findings.
Computing	<p>E-safety</p> <ul style="list-style-type: none"> 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 <p>Technology in our lives</p> <p>THE INTERNET</p> <ul style="list-style-type: none"> Describe how networks physically connect to other networks recognise how networked devices make up the internet Outline how websites can be shared via the World Wide Web To recognise how the content of the WWW is created by people <p>Evaluate the consequences of unreliable content</p>
Music Wider Ops / Class instruments	<p>Listen and Appraise</p> <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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

	<ul style="list-style-type: none"> • 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 D, Playtime Unit E, My Home	<p>Listening</p> <ul style="list-style-type: none"> • I can pick out familiar words and phrases from spoken sentences • I can identify sounds in songs and rhymes, e.g. by clapping when I hear a given sound • I can recognize familiar words and phrases in a spoken story or poem. <p>Speaking</p> <ul style="list-style-type: none"> • I can talk about myself using some common verbs in the first person singular form, e.g. 'je mange' • I can prepare and present a set of simple instructions to a group for them to follow, e.g. some directions. • I can recite a simple finger rhyme or song from memory. • I can use some numbers, colours and simple describing words in spoken sentences. • I can say several sentences from memory. • I can say full sentences from memory, with accurate pronunciation, so that others can understand me. • I can say a few sentences about the things I do, e.g. my daily routine or hobbies, including simple likes and dislikes. • I can use simple sentences where the structure or word order differs from English e.g. negatives ('Je n'aime pas') and reflexives ('Je me douche') <p>Reading</p> <ul style="list-style-type: none"> • I can follow and understand a familiar written text, reading and listening at the same time. <p>Writing</p> <ul style="list-style-type: none"> • I can use my knowledge of French phonics to help me spell familiar words. • I can express my opinions using simple sentences • I can write a few simple sentences about myself, including my name and age, from memory.
PE Tennis Swimming OAA	<p>To Acquire and Develop Skills</p> <p>Games</p> <ul style="list-style-type: none"> • 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 <p>OAA</p> <ul style="list-style-type: none"> • Use maps, compasses and digital devices with confidence to orientate themselves. <p>To Select and Apply skills, tactics and compositional ideas</p> <p>Games</p> <ul style="list-style-type: none"> • 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. <p>OAA</p> <ul style="list-style-type: none"> • Adapt and respond to changes in the environment to allow them to complete the task : • Remain aware of changing conditions and change plans if necessary.

	<ul style="list-style-type: none"> • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Understand the need to show accomplishment in managing risks. • Arrive properly equipped for outdoor and adventurous activities. <p>To Improve and Evaluate</p> <ul style="list-style-type: none"> • 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 <p>Knowledge and understanding of fitness and health</p> <ul style="list-style-type: none"> • 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
<p>PSHE</p> <p>Getting on with everyone / Dealing with Feelings [including mental well-being and anti-bullying week]</p>	<p>Getting on with Everyone</p> <ul style="list-style-type: none"> • Class rules, being polite to others, sharing and taking turns. Behaviour expectations of both classroom and all school. • I know the features of positive healthy friendships (such as mutual respect, trust and sharing interests). • I know strategies to build positive friendships. • I can recognise who to trust and who not to trust when making friends. • I know how to seek support with relationships if I feel lonely or excluded. • I can communicate respectfully with friends when using digital devices. • I can differentiate between playful teasing, hurtful behaviour and bullying (including online). • I know how to respond if I witness or experience hurtful behaviour or bullying (including online). • I can recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable. • I can manage pressures associated with dares. <p>Dealing with Feelings</p> <ul style="list-style-type: none"> • I can identify different factors that help maintain a balanced and mentally healthy lifestyle (e.g. sleep). • I can tell who and what can help me with my feelings. • I know that there are a range of feelings and emotions that are experienced in different situations. <p>Back to School</p> <ul style="list-style-type: none"> • Class rules, being polite to others, sharing and taking turns. Behaviour expectations of both classroom and all school.
RE	<p>CREATION/FALL</p> <p>What do Christians learn from the creation story?</p> <ul style="list-style-type: none"> • What is wonderful about the creation story? • Using the creation story, describe what God must be like? • What do Christians do because they believe God is the creator? • What can be learned from each area of the creation story? • What might be important in the creation story for Christians today and for those who are not Christians? • What one thing can you do over the next week to make the world 'very good'? <p><u>Outcomes</u></p>

	<ul style="list-style-type: none"> • Place the concepts of God and creation on a timeline of the Bible's 'Big Story'. • Make clear links between Genesis 1 and what Christians believe about God and creation. • Describe what Christians do because they believe God is Creator. • Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians. <p>INCARNATION/GOD</p> <p>What is the Trinity?</p> <ul style="list-style-type: none"> • What important words from Genesis 1:1-5 can you also read in John 1:1-14? • How are the opening pages of Matthew and Luke's gospels the same/different to the opening pages of John's gospel? • What do you think the words in John 1: 1-14 mean? • How could you show the differences between the gospel accounts? • How have song writers used the words of John's gospel in their Christmas carols? • In which ways is Jesus both an ordinary person and God? What does the word incarnation mean? • How is God best explained? <p><u>Outcomes</u></p> <ul style="list-style-type: none"> • Identify John 1 as part of a 'Gospel', noting some differences between John and the other gospels. • Offer suggestions for what texts about God might mean. • Give examples of what the texts studied mean to some Christians. • Describe how Christians show their beliefs about God the Trinity in their worship. • Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly.
Cultural Links	
English links	Informal letter to Babi based on Christophe's Story by Nicki Cornwell

