**St Michael’s CE (A) Primary School**

**Non-Topic Termly Overviews**

**Year:** 4

**Term: Summer**

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| **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   I**mprovisation**   * 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?   Outcomes   * 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 |