**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
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| **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
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| **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
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| **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’.
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| **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
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| **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)
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| **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.
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| **Class Reading Book** | The Demon Dentist by David Walliams |