

Key:							
	Science	History	Geography	DT	ICT/Computing	Music	Art
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B	
Y4	<p>Don't stop me now! (gravity & friction) <i>Meadow play area trip</i></p> <p>What happens to my food? (digestive system, teeth & food chains)</p> <p>What did the Romans do for us? <i>Roman Alcester trip</i></p> <p>Savoury scones</p>	<p>Switched on! (electrical circuits; making nightlights)</p> <p>Around the World (global Geography, earth's natural resources, world weather & climate zones, incl. a study of a region in North America)</p>	<p>Can you change it back? (reversible changes)</p> <p>What am I? (classification)</p> <p>Surviving the Blitz (local History topic) <i>Experience day @ school</i></p> <p>Make do and mend (recycling fabric/sewing)</p>	<p>Don't stop me now! (gravity & friction) <i>Meadow play area trip</i></p> <p>What happens to my food? (digestive system, teeth & food chains)</p> <p>What did the Romans do for us? <i>Roman Alcester trip</i></p> <p>What's the weather where you are? (world weather & climate zones, incl. a study of a region in North America)</p> <p>Savoury scones</p>	<p>Can you change it back? (reversible changes)</p> <p>Exciting Egyptians <i>Experience day @ school</i></p> <p>Egyptian sledges (mechanisms; reinforcing structures)</p>	<p>Switched on! (electrical circuits; making nightlights)</p> <p>What am I? (classification)</p> <p>BT and beyond! (local Geography) <i>Local fieldwork trip</i></p> <p>- to include UK Geography: counties, major cities & notable human features</p>	

Key: Science History Geography DT ICT/Computing Music Art						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Y4	ICT/Computing: Programming		ICT/Computing: Use of ICT		ICT/Computing: Online Safety	
	<p>Textease Turtle: Writing programs to draw regular polygons, using commands as in Y3. Writing, saving & combining 'procedures'. Working with variables. Working out angles of turn. Turtle details incl. filling trail.</p> <p>Scratch: Maths games Asking questions & giving feedback (ask ... and wait; if-then-else blocks). Using variables (incl. keeping score). Random number generation.</p> <p>Crumble (DT link): Programming the Crumble to control outputs e.g. LED, sparkle, filament bulb.</p>		<p>As in Y3, plus: <u>Text:</u> Using bullet and numbering tools as appropriate. Using spell-check and thesaurus tools to edit and improve work.</p> <p><u>Graphics:</u> Using software (e.g. Textease Turtle) to draw a repeating pattern.</p> <p><u>Multimedia:</u> Creating hyperlinks to other slides in presentation software (e.g. MSPowerPoint).</p> <p><u>Data handling:</u> Using/creating simple spreadsheets; choosing appropriate rows or columns (e.g. MSExcel) Creating charts, graphs & tables; copying & pasting them into other applications. Creating and using a branching database (e.g. Textease Branch).</p> <p><u>Websites:</u> Producing a class website (Google Sites or similar.)</p>		<ul style="list-style-type: none"> • I choose and use a secure password. • I can talk about the ways I can protect myself and my friends from harm online. • I use the safety features of websites as well as reporting concerns to an adult. • I know that anything I post online can be seen by others. • I choose websites and games that are appropriate for my age. • I comment positively and respectfully online. • I am careful when talking to virtual friends. • I can help my friends make good choices about the time they spend online. • I can talk about why I need to ask a trusted adult before downloading files and games from the Internet. • I think about the reliability of information I read on the World Wide Web. • I can tell you how to check who owns photos, text and clipart. 	

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Y4

Singing:

Pupils should be taught to perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.

Class songs e.g. from Year 4 Music Express; topic-related songs; songs for school assemblies; songs for KS2 end-of-year musical. Range of songs for accompanying using hand chimes, including songs based on a pentatonic scale.

Introduction to part singing.

Playing musical instruments; reading & notating music.

Pupils should be taught to play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression.

Use of a range of classroom percussion instruments to play solo or as an ensemble, or to accompany singing.

Whole class tuition: playing hand chime accompaniments.

Pupils should be taught to use and understand staff and other musical notations.

Revision of conventional rhythm notation incl. rests, time signatures etc.

Notating pitch on the treble stave.

Composing:

Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.

Creating musical accompaniments to be played on tuned percussion, including drones & ostinato patterns. Compositions may be notated and recorded using ICT, enabling playback, evaluation & improvement.

Listening & appraising:

Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory. They should have opportunities to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Opportunities to listen to live music (e.g. other children singing and/or playing instruments; visiting musicians) and recorded music from a range of times and cultures. Recorded music to include:

Examples of hand bell/hand chime playing.

Examples of other tuned percussion in recorded music.

Examples of music with a drone or ostinato, e.g. Ravel's Bolero; Pachelbel's Canon.

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Y4	<p>Fine Art Skills 'Pupils should be taught to improve their mastery of art and design techniques, including drawing and painting with a range of materials. They should use sketch books to record their observations and use them to review and revisit ideas '</p> <p>In Year 4 this means:</p> <ul style="list-style-type: none"> Positive + negative space Showing shadows Drawing spheres, cylinders and cubes Blending colours Improving composition by dividing a picture into thirds and placing the focus on an intersection Creating depth by foreshortening - closest part of object biggest Creating depth through colour - warm advance, cool recede Knowing contrasting complementary colours <p>Media: 'Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design to improve their mastery of art and design techniques with a range of materials'</p> <p>In Year 4 this may include:</p> <ul style="list-style-type: none"> Mosaics 3D design for nightlights (DT) Rotating patterns (ICT) Straw/stick structure Clay slab relief <p>Themes in Year 4 may include:-</p> <ul style="list-style-type: none"> Figures Illustration from written description <p>History of Art 'Pupils should be taught about great artists, architects and designers in history.'</p> <p>In Year 4 this may include:</p> <ul style="list-style-type: none"> Sculptors Ancient Classical artists Baroque + Rococo artists 					

