

Art skills—clay and Aboriginal Art—

Drawing - Draws familiar things from different viewpoints - can begin drawing simple perspective. Uses line, tone and shade to represent things seen, remembered or imagined. Use megaliths as clean lines make these a good place to start.

Perspective—elongating and enlarging different ideas

Paint—using symbols to represent artistic ideas with Aboriginal Art and Cave Painting.

Using different mediums—clay for modelling fossils.

D & T skills—

- Use simple mechanisms for circuits
- Use construction kits for problem solving and to investigate simple mechanisms.
- Explore batteries and bulbs.
- Use simple switches to achieve functional result.
- Creating models—making Stonehenge think about perspectives.

History skills—

Chronological understanding

Know that the past can be divided into different periods of time. Understand more complex terms (e.g. BC/AD) Place the time studied on a time line. Sequence several events or artefacts. Recognise similarities and differences between different time periods and begin to know some dates and historical words.

Knowledge and understanding of events, people and changes in the past

Know facts and understand about the important events, people and changes of different periods. Find out about everyday lives of people in time studied and compare with life today. Identify reasons for, and results of, people's actions. Offer a reasonable explanation for some events.

Historical interpretation

Recognise different ways that the past is represented. Compare different versions of the same story. Look at representations of the period - museum, cartoons etc.

Historical enquiry

Use sources of information to answer questions about the past (beginning to use inference and deduction). Select and record information relevant to the study. Use evidence to build up a picture of a past event.

Geography skills

- Use atlases, pictures, photographs and Internet as sources of information.
- Collect & record evidence unaided,
- Begin to use primary and secondary sources of evidence.
- Use compass points confidently and accurately.
- Select a map for a specific purpose.
- Identify significant places and environments using theme to support search.

ICT skills—"We are travel presenters" and "We are co-researchers"

- Aiming to produce a PowerPoint slide leading to short film in Windows Movie Maker indicating location using Google Maps and Photography to help.
- Children will think about the most productive and effective photographs to elicit the response they are looking for.
- Take photographs and edit images
- Add narration and music.
- In a group produce a website which fulfils specific requirements for content and audience.

PE skills—

Combine and perform gymnastic actions, shapes and balances more fluently and effectively across the activity areas.

Develop own gymnastic sequence

Evaluate their own and others' work

Games lessons from VB's plans.

Literacy

- Express a view clearly as part of a class or group discussion using increasingly more complicated vocabulary and syntax.
- To be able to listen, understand and respond appropriately to other's opinions and deal with opposing points of views.
- Form opinions of a text and use evidence in the text to explain their reasons.
- Develop and understanding and enjoyment of poetry
- Participate in dramatic activities and evaluate performances.
- Use a variety of reading strategies independently to read and understand a variety of different texts and forms including poetry.
- Develop word, sentence and text level construction using a variety of forms.
- Use reading to inform writing within narrative (stories which raise dilemmas and stories from other cultures), poetry, debates, discussion and persuasion.
- Practice skills—Plan/draft/revise/ proofread/ present/ evaluation
- Develop use of punctuation and start to understand the use of the apostrophe—possessive and contraction.
- Use cursive handwriting and develop an easily read style
- Spelling—develop personal strategies using phonics, dictionaries, word families and origins.
- Learn appropriate technical language to describe what they are using.
- Develop complex sentences and different types of sentences and consolidate/use paragraphs.
- Develop, introduce or practice speech marks.
- Start linking paragraphs with connectives to create flow within texts.

Maths:

- Number
- Handling Data
- Shape, Space and Measures
- Using and Applying Skills
- Investigations and Problem Solving

Was it a Savage Stone Age?

Year 4

Science

Ideas & Questions—Construct/ask questions to investigate based on their experience; Suggest things that might be changed in an investigation ; Use appropriate scientific vocabulary in discussion; Recognise those questions which can't be investigated; Use appropriate scientific language to ask and answer questions

Choosing an Approach—Respond to suggestions and put forward their own ideas about how to find the; Answer to a question; Use simple texts to find information ; In their own investigative work they decide on an appropriate approach to answer a question; When they try to answer a scientific question, they identify an appropriate approach

Planning—Produce a written plan about what they will do which includes equipment / resources and refers to fair testing and safety/ place to record results; Use simple texts to find information; produce a plan that includes a format for recording results and what evidence to collect; plan and carry out a fair test safely

Predicting—Make predictions which may or may not have an everyday reason; Try things out before making a prediction or deciding what to do; use everyday experience, but in a different context, as a basis for the prediction; begin to use some scientific knowledge and understanding in their predictions

Fair Testing—Understand the need for a fair test and can say when a test isn't fair but need help to carry out in practice; Begin to realise that not every type of investigation is a fair test; Identify factors to control or vary use fair testing routinely carry out fair tests by changing one thing at a time and using the same amounts

Measuring, Observing and Tables—Record results sequentially and accurately in a table; Construct tables that have quantitative units and suitable headings;

Graphs & Charts—Record observations in a number of ways present results (observations, comparisons and measurements) clearly using graphs. Where appropriate use a line graph.

Interpreting—Make some statements about what the results show; Identify patterns in the results - possibly with help; recognise patterns / trends from their results and graphs; Explain the patterns in the results using scientific conclusions.

Evaluating Results and Plans—Review their work and why they think they got the results they did; Suggest further investigations; Explain why some of the results differ

Ideas & Evidence— Recognise why it is important to test ideas; Begin to make links between the role of science and the development of useful things; Imagine and simply describe what might be happening

Electricity -
Knowledge - Know metals let electricity pass through them and these are conductors. Know both poles of a battery must be connected in a circuit and the switch closed in order for the circuit to work. Can determine why a bulb does not light in a circuit when the circuit is broken. Know that more cells will make a bulb brighter.
Enquiry - Responding to questions suggest a circuit to light a bulb or Sound a buzzer in a circuit, e.g. a model quiz board or lighthouse. Investigate the brightness of bulbs with changes in different circuits. Indicate in the plan consideration for fair tests by saying what they will vary and keep the same. Make simple predictions with a reason for what will happen. Interpret the pattern and draw a simple conclusion that shows a link between cause and effect.

PSHCE - To ask questions about the meaning and purpose of life. Getting on and Falling out again
RE— Term 1—King James Bible Unit
Term 2—Christian community