

History

I can order historical figures on a timeline using dates.
I can explore events leading up to a historical event.
I understand that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences.
I understand that the lives of wealthy people were very different from those of poor people.
I can explain how events from the past have helped shape our lives.
I can research two versions of an event and say how they differ.
I can use a range of sources to develop a clear picture of the past.

Computing

I can explain what the internet is and the benefits and risks involved
I recognise acceptable and unacceptable behaviour using technology.
I recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy.
I know how to report an incident of cyber bullying.
I can explain how knowing someone online differs from knowing someone face to face and the risks involved

Geography

I can accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)
I can find the same place on a globe and in an atlas
I know the difference between the British Isles, Great Britain and UK

PE

I can use a range of techniques when passing.
I can identify and repeat the movement patterns and actions of dance.

Science

I identify and name appliances that require electricity to function.
I identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers).
I know how to draw a circuit diagram.
I predict and test whether a lamp will light within a circuit.
I know the function of a switch in a circuit.

DT

I can come up with at least one idea about how to create my product.

Curriculum Content - Year 4

Skill coverage



Autumn 1 Big Question: Were the Tudors really terrible?

Enrichment Opportunities

Tudor Day

Music

I can sing in a Gospel style with expression and dynamics.
I can listen and move in time to songs in a Gospel style.

Art

I can organise line, tone, shape and colour to represent figures and forms in movement., including shading to create three dimensional effects.

PSHE

About the features of positive healthy friendships such as mutual respect, trust and sharing interests.
Strategies to build positive friendships.
How to seek support with relationships if they feel lonely or excluded.
How to communicate respectfully with friends when using digital devices
How knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know.
what to do or whom to tell if they are worried about any contact online.
I can recognise the difference between playful dares and dares which put someone under pressure or at risk.
PANTS RULE– To use the vocab penis, vagina, vulva and testicles.

MFL

I can develop accurate pronunciation and intonation, including naming and describing people and objects.
I can read and understand a short passage using familiar language.
I can write phrases from memory.

RE

Explore the life of key religious figures and make links with significance to believers
Compare how people of different faiths practice of religion in the home.
Know the main features of an act of worship and talk about its importance for believers.
Explore symbolism and intended meaning for believers.
Compare symbols, actions and gestures used in worship.
Research key events in the development of a religious tradition and explain the impact on believers today.
Explore diversity in religion and reflect on similarities and differences.
Reflect on religious responses to challenges in life.
Reflect on religious responses to challenges in life.

Maths - Areas of Learning

Number & Place Value
Addition & Subtraction
Multiplication & Division

English - Reading - Texts

King Henry VIII's shoes
The day the crayons quit
Overheard in a tower block

English - Writing Opportunities

Description
Recount
Persuasive writing

History

Henry VIII and his wives
Differences between rich and poor in Tudor times
Battle of Bosworth
Impact of the Tudors on modern life

DT

Light box—Reinforce and building a circuit

Science

Electricity—making circuits and applying this into our DT light-boxes.
Carrying out a fair test

Computing

E-Safety
Digital Literacy

Curriculum Content - Year 4

What does this look like in the classroom?



**Autumn 1 Big Question:
Were the Tudors really terrible?**

Enrichment Opportunities

Tudor Day Author Visit

PSHE

Relationships with others
How to have positive friendships
E-Safety

Geography

Journey of Sir Frances Drake
Human and Physical features
British Isles - how this is different to GB and the UK

Music

Sing up unit— This little light of mine

MFL

Salut Unit - Play time

PE

Tudor dance
Outdoor Games - Football
Dance

Art

Illustration of a short story
Paul Carney

RE

Looking at how key religions communicate with God
Comparing religions
The meaning of prayer