

Art	Key Skills
European art and artists	<p>I can experiment with the styles used by another artist.</p> <p>I can present research on a significant artist, architect or designer and their works by bullet pointing key facts about the artist and their life.</p> <p>I can evaluate my artwork saying what I like / could develop about my work and others'.</p> <p>I can use LKS2 language to compare and evaluate the work of different artists</p>

Languages	Key Skills
French	<p>Recall and write simple words from memory</p> <p>I can introduce myself</p> <p>I can identify objects and describe their colour.</p> <p>I can identify different parts of the body.</p> <p>I can describe eyes and hair appearance</p> <p>I can recognise the days of the week</p>

RE	Key Skills
How do religious groups contribute to society and culture in the local area?	<p>I can:</p> <ul style="list-style-type: none"> understand the challenges of commitment to the community of faith understand why belonging to a community may be valuable ask challenging questions about belonging explore the diverse ways in which communities live together

PE	Key Skills
Ball skills	<p>Develop confidence and accuracy when tracking a ball.</p> <p>Explore and develop a variety of throwing techniques.</p> <p>Develop catching skills using one and two hands.</p> <p>Develop dribbling a ball with hands.</p> <p>Use tracking, sending and dribbling skills with feet.</p>
Invasion Games	<p>Develop passing to a team mate using a variety of techniques appropriate to the game</p> <p>Develop control whilst dri under pressure.</p>

PATHS/RSHE	Key Skills
RSHE Feelings and realtionships	<p>Recognising and controlling anger</p> <p>Controls signal poster</p> <p>Feelings intensity</p> <p>Playing by the rules</p> <p>Solving an important problem</p> <p>Avoiding gossip</p> <p>We are all unique</p>

English
<p>PLOT STRUCTURE: FINDING TALE</p> <p>POSSIBLE FOCUS: Action</p> <p>MODEL TEXT: ADVENTURE AT SANDY COVE</p> <p>Outcome</p> <p>To write an exciting adventure story (based on the plot of finding)</p> <p>Innovated write:</p> <p>Children will innovate on the original story by recycling the plot (i.e. change main characters, setting and key events)</p> <p>Independent write:</p> <p>Children will write their own adventure story based on a finding plot</p> <p>PLOT STRUCTURE: Opening and Build Up focused on setting</p> <p>BASE TEXT: The Tunnel by Anthony Browne</p> <p>MODEL TEXT: Opening and Build Up based on The Tunnel</p> <p>Outcome</p> <p>To write an exciting opening and build up to a story with a central focus on setting.</p> <p>Innovated write:</p> <p>Children will use the techniques within the model text and toolkit to write an opening and build up to the same story but having Jack and Rose in a different setting.</p> <p>Independent write:</p> <p>Children will write the opening and build up to a new story with new characters emerging into a new setting of their choice.</p>

Year 4- Spring 1

Europe

Subjects and skills

Maths
<p>We follow the National Curriculum Year 4 Programme of Study in Maths. Topics for this half term include :</p> <p>place value, fractions, time and problem solving.</p>

Geography	Key Skills
Europe—Greece	<p>I can use an atlas to:</p> <p>Locate and name countries and their capital cities in Europe and Russia.</p> <p>locate Greece and explore /plot the physical features of Modern Greece.</p> <p>I can describe how and why places are similar/dissimilar in relation to human and physical features. Comparison with London.</p> <p>I can explain the facilities of a city and why they might be attractive for tourists.</p> <p>I can explain land use , distribution of natural resources and energy, and how Greece is fighting climate change.</p>

Science	Key Skills
Working scientifically	<p>I can make a prediction with a reason.</p> <p>I can identify differences, similarities and changes related to an enquiry.</p> <p>I can use observations and knowledge to answer scientific questions.</p> <p>I can set up a simple enquiry to explore a scientific question.</p> <p>I can set up a test to compare two things</p> <p>I can use equipment, including thermometers and data loggers to make measurements.</p>
Electricity	<p>I can identify and name appliances that require electricity to function.</p> <p>I can construct a series circuit.</p> <p>I can identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers).</p> <p>I can draw a circuit diagram.</p> <p>I can predict and test whether a lamp will light within a circuit.</p> <p>I can describe the function of a switch in a circuit.</p> <p>I can describe the difference between a conductor and insulators; giving examples of each</p>

Music	Key Skills
Rap music	<p>I can:</p> <ul style="list-style-type: none"> listen to and understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians. sing in unison maintaining the correct pitch and using increasing expression. think about others whilst performing. create rhythmical and simple melodic patterns using an increased number of notes. join layers of sound, thinking about musical dynamics of each layer and understanding the effect. recognise and explore the ways sounds can be combined and used expressively and comment on this effect. understand how different musical elements are combined and used expressively. comment on the effectiveness of own work, identifying and making improvements based on its intended outcome. rehearse and perform to others confidently.

Computing	Key Skills
Programming, repetition in shapes.	<p>I can program a computer by typing commands.</p> <p>I can explain the effect of changing a value of a command.</p> <p>I can write an algorithm to produce a given outcome.</p> <p>I can test my algorithm in a text-based language.</p> <p>I can design a program that includes count-controlled loops.</p> <p>I can develop my program by debugging it.</p>

