

| DT | Key Skills |
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| Habitats | I can use ideas from other people when I'm designing. I can persevere and adapt my work when my original ideas. |

| Music | Key Skills |
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| The Beatles | I can create rhythmical patterns. I can explore and express my feelings about music. I can rehearse and perform on my own and with others when playing a tuned instrument. |

| Geography | Key Skills |
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| Norfolk Broads | I can locate local places on a map. I understand how the Norfolk Broads were formed. I understand the different types of land use. I understand the distribution of natural resources including energy, food and water. |

| Computing | Key Skills |
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| Online safety Computer Science— Programming | I know how to be respectful to others online. I know how to keep safe online. I can create and debug programs. I can explore the similarities/ differences between programming languages. |

| Languages | Key Skills |
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| French | I can name and describe an object. I can have a short conversation saying 3-4 things. I can give a response using a short phrase. |

| English |
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| <u>The Wild girl— Talk for Writing</u> Main and subordinate clauses with range of subordinating conjunctions. Expanded noun phrases to add detail Fronted adverbials - prepositional (where), time (when), how. Varying sentence openers using (i) expanded '-ing' clauses (ii) '-ed' clauses Short sentences to add tension. <i>Imagine 3 examples: opening to a story (Alan Peat)</i> |

Year 4 – Summer 1

Habitats

Subjects and skills

| Maths |
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| We follow the National Curriculum Year 4 Programme of Study in Maths. Topics for this half term: Place value /measure, statistics, fractions, shape and position and time. |

| Art and Design | Key Skills |
|----------------|---|
| Habitats | I can identify and experiment with techniques used by different artists. I can use sketches to produce a final piece of art. I can use marks and lines to show texture in my art. |

| PATHS/PSHE | Key Skills |
|-------------------------------|--|
| Friendship Decision making | I can explore the concepts of what makes a good friend. I can explore good decision making and making mistakes. |

| Science | Key Skills |
|------------------------|---|
| Working scientifically | I can make a prediction with a reason. I can identify differences, similarities and changes related to an enquiry. I can use observations and knowledge to answer scientific questions. I can set up a simple enquiry to explore a scientific question. I can set up a test to compare two things I can use equipment, including thermometers and data loggers to make measurements. |
| Habitats | I can group living things in different ways. I can use classification keys to group, identify and name living things. I can create classification keys to group, identify and name living things (for others to use). I can describe how changes to an environment could endanger living things. I can use food chains to identify producers, predators and prey. I can construct food chains to identify producers, predators and prey. |

| PE | Key Skills |
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| Gymnastics, tennis, rounders, cricket and netball. | I can work with a partner to create, repeat and improve a sequence with at least three phases. I can work in a controlled way. I can include a range of shapes. I can include change of speed and direction. I can use a range of throwing, hitting and catching accurately. I can hit a bowled ball accurately with control. I can play games with increasing fluency and accuracy. |