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| **Braywood CE First School** **Curriculum map for Year 4 – Term 1 - Introductory work in Term 1**  |
| **INTENT - How I learn?** |
| **Be Safe** **RSE** 1D Keeping staying safe including peer pressure 1D Keeping staying healthy Jealousy **Computer Safety** Computer Safety including online bullying, Image sharing and making friends online using thinkuknow SMART learner App purchases**ICT**SMART learner – being safe on the Internet**Wow Factor - Forest Experience**Visit to Longridge Including team building, cooking and resilience. | **Enjoy and Achieve****Literacy**Non-Fiction, S & L and poems Factual Report Writing  **Maths**Calculations, Shape, Data & Time**Science** Animals including human – food chains, digestive system and teeth**Topic Assignment****Brainwaves** More about our anatomy and how our brain works. Learning strategies**Art / DT** Accurate drawing of anatomy **Music**Harvest Festival songs and musical accompaniment**Collective Worship**CW planning for the year and work with religious leader to apply ‘Lighting the Candle’ criteria. Write prayers | **Be Healthy****Physical Education**Invasion Games – throwing and catching through Tag / Netball **PSHE**Growing and changing body (RSE) Healthy Living **Additional Activities:** Orienteering/ Football/Rugby/DanceWhole School PE tournament and Pupil Parliament Days  |
| **Achieve Economic Well-being****Citizenship & Leadership** Induction Meeting for whole school Whole School lunch together Pupil Parliament – British Values, Inclusion **Sustainability and Money Management** Recycling - Y4 collect recycling & monitor energy useWhere does our money go, what has happened to our Class ISA savings? How much interest have we got? **Cooking** Growing vegetables and cooking on a budget  | **Make a Positive Contribution****PSHE**New Beginnings (SEAL)**Religious Education & CW talk** Christianity Does prayer make a difference and how do Christians know? Does prayer change things? **Wow factor - Music** Leading Harvest Festival Singing to Bray Senior Citizens |

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| **Celebrations ‘How I learn’**  | **Year 4**  |
|  | **Literacy, Mathematics and Languages** | **Science**  | **ICT**  |
| * Big Write- Super Hero – Super Learner
 | * Animals including humans – describe basic parts of the digestive system, function of the teeth and construct a food chain.
* Links to healthy lifestyles
 | * Use technology safely (SMART) responsibly and respectfully
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| **IMPLEMENTATION - Subject Objective**  | **IMPACT - Assessment**  |
| **Learning Skills**  | **Beginning** | **Secure**  | **Mastery** |
| * Name and locate external parts of the human body, including those related to the senses
* Describe the basic needs of animals for survival.
* Describe the importance for humans of exercise, eating the right amounts of different
* Types of food, and hygiene.
 | Can draw a skeleton including mainfeatures, including a skull, torso, legs and arms. Can labelsome common bones accurately.Show basic understanding of different food groups and how much of each group to eat. | Can draw a simple skeleton & demonstrate an understanding of different bones which form the arms, legs and torso. Name a number of bones and joints correctly and highlight some of the areas where bones are used for protection. Can identify and name different food groups and their effect on health. | Can draw an accurate skeleton, name a variety of bones including some more complex names. Identify where bones are used to protect vital organs and identify various joints. Can identify and name different food groups and their effect on health in detail e.g. vitamins / minerals they contain. |
| **RE Theme**  |
| * Questions – RE – Does prayer change things? To what extent does participating in prayer generate a special moment? Do rites of passage help a believer to feel connected to God or the community?
* To what extent does participating in worship and/or prayer generate a sense of belonging?
 | Begin to make links between the practice of faith in the community and family. Begin to talk about spaces, artefacts, symbols and colours that are important to help Christians worship. Begin to explain the pattern of worship and why we meet together for CW every day. Begin to explain times when people might like to talk to God and places that are special.  | Make links between the practice of faith in the community and family.Talk about spaces, artefacts, symbols and colours that are important to help Christians worship.Explain the pattern of worship and why we meet together for CW every day. Explain times when people might like to talk to God and places that are special. Suggest prayers that could be used in CW.Present a theme in CW | Confidently make links between the practice of faith in the community and family. Confidently talk about spaces, artefacts, symbols and colours that are important to help Christians worship.Confidently explain the pattern of worship and why we meet together for CW every day. Confidently explain times when people might like to talk to God and places that are special. Confidently suggest prayers that could be used in CW. Confidently present a theme through Lighting the Candle.  |
| **Creativity (Art, Music and DT)** |
| * Music – use their voices expressively and creatively by singing songs and listening with concentration to a wide range of high-quality music. Experiment with creating, selecting and combining sounds using inter-related dimensions of music. Music leaders trained to teach younger children.
* Appreciate a wide range of music from different traditions and composers.
* Throughout the year perform in solo and ensemble and compose for a range of purposes. Develop an understanding of the history of music.
 | Begin to perform a simple part rhythmically. Sing songs from memory and start to improvise using repeated patternsUnderstand that notation records compositions & Identify the character in a piece of music. Identify & describe the different purposes of music  | Can perform a simple part rhythmically and sing songs from memory with accurate pitch. Can improvise using repeated patterns and notation to record & interpret sequences of pitchesIdentify the character in a piece of musicIdentify & describe the different purposes of music  | Confidently: perform a simple part rhythmically. Sing songs from memory with accurate pitchImprovise using repeated patternsIdentify the character in a piece of musicIdentify & describe the different purposes of music  |
| **Personal (RE and PSHE)** |
| * PSHE – Keeping safe including peer pressure.
* Staying healthy - Cooking - understand and apply the principles of a healthy and varied diet.
* Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
 | Show some understanding of the importance of looking after yourself & how to stay safe. Finds it challenging to not follow the crowd. Is aware of what a healthy diet constitutes. To understand seasonality and how some ingredients are grown. | Understand the importance of looking after yourself & how to stay safe. Understand the importance of making your own decisions. Is aware of what a healthy diet constitutes and can give clear example of a healthy diet. Can understand seasonality and knows where and how a variety of ingredients are grown. | Show strong understanding of the importance of looking after the yourself & how to stay safe. Has independence enough not to react to peer pressure. Is aware of what a healthy diet constitutes and can apply this to real life situations.Can understand seasonality and knows where and how a variety of ingredients are grown, reared, caught and processed.  |

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| **Braywood CE First School** **Curriculum map for Year 4 Term 2 and 3**  |
| **INTENT – Time Detectives including Egyptians, Ancient Greeks or Persian, Chinese Dynasties**  |
| **Be Safe****PSHE** First Aid on Fridays 1D - Staying safe and saying ‘no’ 1D- Jealousy**ICT and Internet Safety Day** Internet Safety (Term 3) Online Bullying and Captain Kara and the SMART Crew @ Childnet.com  | **Enjoy and Achieve****Literacy**Non-Fiction, S & L and poems **Maths**Calculations, Shape, Data & Time**Science** Electricity and Sound Build an electric car using circuits and batteries**Topic Assignment** **Egyptians – Land of the Rising Sun** Learn more about their civilisation. **Art / DT** Learning about Egyptian Art, Architecture and technologies they left behind. Pully and levers build a shaduf and establish its efficiency**ICT**Search technologies Data programming using Scratch  | **Be Healthy****Physical Education**Dance – Science topic Games – hockey **Additional Activities:** Orienteering/ Football/Rugby/DanceWhole School PE tournament and Pupil Parliament Days  |
| **Achieve Economic Well-being****Citizenship and Money Management** Class BudgetPlanning for Christmas Fair with stall, posters and sharing budgetHarvest Festival and Nativity in Church  **Wow factor** Visit Ufton Court for Ancient Egyptian workshops on mummification, crime and punishment and Egyptian games 2-8th Nov – UK Parliament Week – support for Pupil Parliament – talk to local MP. **Sustainability**Recycling and monitor energy e.g. lights and doorsParent’s Evening | **Make a Positive Contribution****PSHE**Getting on and Falling out (SEAL)Bullying (SEAL) **Religious Education**Christianity, Lent, Jews What is the link between the Trinity and Christmas?What kind of world did Jesus want?**Music**Exploring composition and arrangements with links to Egyptians e.g. Amazing Egyptians, and adding musical accompaniment  |

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| **Egyptians**  | **Year 4**  |
|  | **Literacy, Mathematics and Languages**  | **Science**  | **ICT**  |
| * Big Write – Space Tourism
* Accounts, Diary and instruction from Egyptian times
* Egyptian Numerals
 | * Electricity – Identify common appliances that use electricity. Construct a variety of simple circuits with all or some of the following – cells, wires, bulbs, switches and buzzers. Recognise common conductors and insulators. Design Christmas decoration.
* Sound – Identify how sounds are made (vibrating) and that vibrations travel through air. Find patterns in pitch, volume and nature.
 | * Use search technologies effectively, appreciate how results are selected and be discerning in evaluating content.
* Scratch technologies
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| **IMPLIMENTATION - Subject Objective**  | **IMPACT - Assessment**  |
| **History** | **Beginning** | **Secure**  | **Mastery** |
| * Use evidence to build up a picture of a past event by looking at the evidence available and begins to evaluate the usefulness of different sources e.g. different texts offering different versions of events.
* Choose relevant materials to present a picture of one aspect of life in time past. Identify key features and events in the time studied.
* Ask a variety of questions and use the library and Internet for research
* Understand the difference between primary and secondary sources of evidence such as ‘what was it like for?’ Use appropriate language such as BC AD and divide history into centuries.
* Use a range of sources to find out about a period and suggests sources for a selection provided to answer questions. Offer a reasonable explanation for some events. Look at links and effects in time.
 | Chronology - Pupils are developing their knowledge of chronology and can generally place periods of history they have learnt about accurately on a timeline. Knowledge - Identify at least two ways we gather information. Use at least one type of sources of information confidently. Questioning - Beginning to ask more in-depth questions to develop their understanding. Answer some questions accurately related to the area of study. Vocabulary - Pupils are beginning to use words and phrases to indicate time, talking about decades, centuries, milestones etc. Beginning to learn a few words related to history in general as well as periods of history e.g. empire, parliament, civilization etc  | Chronology - Pupils are developing their knowledge of chronology and can generally place periods of history they have learnt about accurately on a timeline.Knowledge - Identify at least two ways we gather information. Use at least one type of sources of information confidently.Questioning – Asks questions to develop their understanding. Answer questions accurately most of the time related to the area of study. Uses sources to justify their answers and beginning to organize their responses. Vocabulary – increasingly using words and phrases to indicate time, talking decades, centuries, millennium etc. Remember a few words related to history in in general as well as periods of history e.g. empire, parliament, civilization etc.  | Chronology - Pupils are becoming more secure in their knowledge of chronology and can generally place periods of history they have learnt about accurately on a timeline.Knowledge - Beginning to understand how our knowledge of history is developed through a range of sources. Identify at least two ways we gather information. Use at least one type of sources of information confidently.Questioning – Asks questions to develop their understanding. Beginning to challenge sources of information and beginning to show some organization of information that is purposeful for responding to or asking questions. Vocabulary – generally use words and phrases related to history in general as well as periods of history e.g. empire, parliament, civilization etc. Understands a few words related to history in general as well as periods of history e.g. empire, century, millennium.  |
| **Geography**  |
| * Locate Egypt and surrounding continents.
 | Pupils can with accuracy locate Egypt and surrounding countries on a map.  | Pupils can with accuracy locate Egypt and surrounding countries on a map. | Pupils can confidently and with accuracy locate Egypt and surrounding countries on a map. |
| **Creativity (Art, Music and DT)** |
| * Discover more about great artists, architects and designers in history.
* Revisit and develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
* DT - use research and develop design criteria and generate, develop and communicate ideas for their design including computer-generated design. Select from a range of tools and materials to build model. Evaluate and analyse a range of existing products in order to assess their own work.
* Apply their understanding to use mechanical systems and use electrical systems in their products including computer programs.
 | Becoming more confident to describe techniques of artists, architects and designers. The pupil can select and use relevant resources to develop ideas, investigate the nature / qualities of materials & processes systematically and reflect and compare their work with others to identify how to improve.They can work safely & hygienically, describe user, purpose & design features of their products & how they will workThey generate realistic ideas based on user needs, use a range of drawing skills, discussion, prototypes, pattern pieces & CAD. Select tools, equipment & materials & explain choices. Measure, mark out, cut shape, assemble, join & finish with some accuracy and evaluate against their design criteria | The pupil can describe techniques of artists, architects and designers, select and use relevant resources to develop ideas, investigate the nature / qualities of materials and processes systematically and reflect and compare their work with others to identify how to improve.They work safely & hygienically. Describe user, purpose & design features of their products & how they will work. Generate realistic ideas based on user needs, use a range of drawing skills, discussion, prototypes, pattern pieces & CAD. Select tools, equipment & materials & explain choices. Measure, mark out, cut shape, assemble, join & finish with some accuracy and evaluate against their design criteria | The pupil can confidently describe techniques of artists, architects and designers, select and use relevant resources to develop ideas, investigate the nature / qualities of materials and processes systematically and reflect and compare their work with others to identify how to improve.They work safely & hygienically, describe user, purpose & design features of their products & how they will work, generate realistic ideas based on user needs, use a range of drawing skills, discussion, prototypes, pattern pieces & CAD, select tools, equipment & materials & explain choices, measure, mark out, cut shape, assemble, join & finish with some accuracy and evaluate against their design criteria |
| **Personal (RE and PSHE)** |
| * Religious art and beliefs of Egyptians
* P4C Aspects of life in Egypt & RE is it possible for everyone to be happy? Buddha’s teaching.
* RE – To what extent do religious beliefs influence and encourage good behaviour? What kind of world did Jesus want? What is the difference between the Trinity and Christmas?
 | The pupil is aware of some Ancient Egyptian religious beliefs. With support comment on aspects of life in Ancient Egypt. Begin to suggest meanings for texts about baptism and Trinity. Describe how Christians show their beliefs about the Trinity in worship and the way they live. Make links between the Bible & God in Christianity & express their own ideas about the God. | The pupil can comment on aspects of life in Ancient Egypt. They can suggest meanings for religious texts and beliefs. They describe how Christians show their beliefs in worship and the way they live. Make links between the Bible & God in Christianity & express their own ideas about the God. | The pupil can confidently comment on aspects of life in Ancient Egypt. They can confidently suggest meanings for texts and beliefs. They describe how Christians show their beliefs about the Trinity in worship and the way they live. Make links between the Bible & God in Christianity & express their own ideas about the God. |

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| **Braywood CE First School** **Curriculum map for Year 4 Term 4** |
| **INTENT – I Love where I live**  |
| **Be Safe****RSE**1D - Chores a Home **Wow factor** Visit from Lego workshop building remote cars | **Enjoy and Achieve****Literacy**Stories, Non-Fiction and S & L **Maths**Calculations, Shape, Data & Time **Science** Danger to living things, food chains etc **Topic Assignment**Windsor Castle**I love where I live - Windsor****Art & DT** Sketches of local area and school To create sketch books to record their observations and use them to review and revisit ideas. **ICT**Logical reasoning and Algorithms Digital Maps  | **Be Healthy****Physical Education**Orienteering Gymnastics – Balance, roll and sequence **Additional Activities:** Orienteering/ Football/Rugby/DanceWhole School PE tournament and Pupil Parliament Days  |
| **Achieve Economic Well-being****Citizenship and money Management** Class Budget & Charity work Banking project with Santander ‘Fiver Challenge” My money – What is value for money? **PSHE & Sustainability** Protecting the environment, litter in school grounds Chores at Home **ICT** Parent, teacher and pupil consultations with Learning presentations **Whole School Events** Literacy Day Maths Day Science, Entrepreneurial & ICT Day | **Make a Positive Contribution****PSHE**Going for Goals (SEAL)Feels good to be me (SEAL)**Religious Education**Why do Christians call the day Jesus died ‘Good Friday’?**Music**Composition, melodies & exploring scale Instruments of the orchestra Easter Concert |

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| **Local Study around Braywood**  | **Year 4**  |
|  | **Literacy, Mathematics and Languages** | **Science**  | **ICT**  |
| * BW – Space Tourism or Boardgames
* Data handing; coordinates and compass points.
* Orienteering in school grounds

  | * Danger to Living things. Construct and interpret a variety of food chains, identifying producers, predators and prey.
 | * Use logical reasoning to explain simple algorithms and design, write and debug programmes
* Digital maps e.g. Google
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| **IMPLIMENTATION - Subject Objective**  | **INTENT - Assessment**  |
| **History** | **Beginning** | **Secure**  | **Mastery** |
| * Knowledge: Use evidence to build up a picture of the past using a variety of sources for evidence including actual visits. Identify and give reasons for different ways in which the past is represented. Look at the links between past events life in Windsor today.
* Questioning - ask a variety of questions. Suggest sources from a variety of choices to answer questions. Distinguish between different sources – compare different versions of events. Offer reasons for different versions. Understand difference between primary/secondary evidence
* Chronology: Use timelines to place events in order.
* Vocabulary: centuries, decades, BC, AD, before/after/during. Discuss most appropriate way to present information
 | Knowledge -remember some key facts Identify at least 2 information sources. Use at least one type of information source confidentlyQuestioning -begin to ask more in-depth questions. Answer some questions accurately – generally use sources to justify answersChronology- developing chronological knowledge and can generally place periods learnt about accurately on a timeline. Begin to make links between areas studied, identifying similarities & differences between themVocabulary -remember and use names and words from the areas they have studied in Year 4 as well as remembering a few names and words from previous study. Begin to use words /phrases to indicate time; decades, centuries, millennium etc. Begin to learn a few words related to history generally as well as periods of history; empire, parliament, civilization etc. | Knowledge - remember key facts and a few facts from previous studies Identify at least 2 information sources. Use at least one type of information source confidently and begin to use at least two different types of sources e.g. books, internet, visual clipsQuestioning -can ask questions to develop their understanding. Answer questions accurately most of the time. Use sources to justify answers and begin to organise responsesChronology -developing chronological knowledge and can and can place periods learnt about accurately on a timeline. Make links between areas studied, identifying similarities & differences between themVocabulary -remember and use names and words from the areas they have studied in Year 4 as well as remembering a few names and words from previous study. Increasingly using words/phrases to indicate time; decades, centuries, millennium etc. Remember a few words related to history generally as well as periods of history; empire, parliament, civilisation etc. | Knowledge -remember a range of key facts and a few facts from previous studies. Begin to understand how our knowledge is developed through a range of sources. Use at least one type of source of information confidently and are beginning to use at least two different types of sources e.g. books, internet, visual clipsQuestioning - can ask questions Begin to challenge sources of information. Begin to show some organisation of information for responding to or asking questionsChronology -more secure chronological knowledge and can place periods of history they have learnt about accurately on a timeline. Confidently make links between areas studied, identifying similarities & differences between themVocabulary -remember and use a range of names and words from the areas they have studied in Year 4 as well as remembering some names and words from previous study. Generally, use words and phrases to indicate time; decades, centuries, millennium etc. Understand a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. |
| **Geography**  |
| * Locate and name main countries and cities of UK. Understand the types of settlements in modern Britain such as villages, towns and cities.
* Use maps, atlases, globes and digital mapping to locate countries and describe features. Learn the 8 points of a compass, 4-figure grid reference, some basic symbol and key (including the use of a simplified Ordinance Survey Map) to build their knowledge of UK and wider world.
* Use fieldwork to observe and record human and physical features in the local area using a range of methods incl. sketch maps, plans, graphs, and digital technology.
* Understand geographical similarities/ differences through the study of human & physical aspects of Windsor and another (a region in European country and a region in N/ S America.) Describe & understand key aspects of physical & human geography and how some of these have changed with time
 | Location-- with increasing accuracy, locate countries & cities on a map. Study aspects of the physical and human geography that have changed over timePlace -Pupils have studied similarities and differences in physical and human geography between Windsor, another region (Europe and N or S America.) Human and Physical geography- describe some aspects Skills and Fieldwork- practice using all & confident using at least one of: maps, atlases, globes and digital/ computer mapping to locate countries and describe feature. Use four figure grid references more accurately and increasingly accurate with symbols and key (including use of OS Maps) Use fieldwork to observe, measure, record and present human & physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies | Location - locate countries & cities on a map. Begin to identify aspects of physical and human geography that have changed over timePlace -can identify at least one similarity and difference in physical and in human geography between Windsor, another region (Europe and N or S America.) Human and Physical geography -describe aspects Skills and Fieldwork - becoming more confident using two of: maps, atlases, globes and digital/ computer mapping to locate countries and describe features Becoming more confident with four figure grid references, symbols and key (including the use of OS Maps). Use fieldwork to observe, measure, record and present human & physical features in the local area practising using sketch maps, plans and graphs, and digital technologies | Location -confidently locate countries & cities of on a map and begin to identify counties. Identify aspects of physical and human geography that have changed over timePlace -beginning to identify similarities and differences between in physical and in human geography between Windsor, another region (Europe and N or S America.) Human and Physical geographydescribe an increased range of aspectsSkills and Fieldwork -more confident using two of: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. Begin to use eight points of a compass, four figure grid references and are becoming more confident with symbols and key (including the use of OS Maps) Use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies |
| **Creativity (Art, Music and DT)** |
| * To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials e.g. pencil charcoal, scale / perspective, silhouettes etc
 | Becoming more confident to use drawing, to improve understanding, inform ideas and plan, apply technical skills improve the quality of their work. | Can use drawing, to improve understanding, inform ideas and plan, apply technical skills improve the quality of their work. | confidently: uses drawing, to improve understanding, inform ideas and plan-apply technical skills improve the quality of their work. |
| **Personal (RE and PSHE)** |
| * PSHE - Why do we need chores?
* RE - How well does faith help people cope with matters of life and death? Why do Christians call the dad that Jesus died ‘Good Friday”
 | Awareness of need for financial planning and budgetingBegin to suggest meanings for the texts about Jesus’s entry into Jerusalem, and his death and resurrection.  | understanding of need for financial planning and budgeting-suggest meanings for the texts about Jesus’s entry into Jerusalem, and his death and resurrection.  | Strong understanding of need for financial planning and budgeting-confidently suggest meanings for the texts about Jesus’s entry into Jerusalem, and his death and resurrection.  |

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| **Braywood CE First School** **Curriculum map for Year 4 Term 5 & 6**  |
| **INTENT – Up, up and away (Airports) – Rainforest - A Chocolate Adventure, India**  |
| **Be Safe****RSE**1D Keeping staying safe including Water safety 1D Coming Home on Time **Sustainability** Sustainable impact of transport, waste, water, energy and the safety aspects when in Middle School. Talk from Eco Club | **Enjoy and Achieve****Literacy**Non-Fiction, S & L and poems **Maths**Calculations, Shape, Data & Time**Science** States of Matter Water cycle **Topic Assignment**Chocolate**The business of Chocolate** How and where is chocolate made. What impact has this on the environment **Art and DT** Design packaging for chocolateMaking chocolate giftUsing textiles and sewing skills – Sewing lady **ICT**Data collection & Information  | **Be Healthy****Physical Education**Striking and fielding – Cricket and Rounders focus AthleticsSports DaySwimming (Y4)**Additional Activities:** Orienteering/ Football/Rugby/DanceWhole School PE tournament and Pupil Parliament Days  |
| **Achieve Economic Well-being****Citizenship**Summer Concert Planning for Summer Fair Stall**Money Management** My Money - Class Budget – what is credit, debt & fair trade? Master chef competition Total in ISA account over 5 years? What to buy the school? **Wow Factor** Trip to Rain Forest, Newbury; visitor make chocolate treats or local chef visiting school. Leavers Concert and Sports Day  | **Make a Positive Contribution****PSHE**Relationships (SEAL)Changes (SEAL)**Religious Education** Do Murtis help Hindus understand God? What do Hindus believe happens when life ends?**Music**Musical journey, stories & singing games Sound & colours Summer production at Old Court theatre, Windsor |

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| **Chocolate**  | **Year 4** |
|  | **Literacy, Mathematics and Languages** | **Science**  | **ICT**  |
| * Big Write - Animated, playscripts
* Accounts / descriptions
 | * States of Matter –compare and group materials (solid, gas and liquid), observe changes in state when they are heated and cooled and identify parts played by evaporation and condensation. Water cycle
* Link to chocolate
 | * Research
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| **IMPLIMENTATION - Subject Objective**  | **IMPACT - Assessment**  |
| **History** | **Beginning** | **Secure**  | **Mastery** |
| * Uses evidence to reconstruct life in the time being studied.
* Identify key features and events of the time studied.
* Look at links and effects of the time studied
* Offer a reasonable exploration of some events
 | to understand the aspects of when major events happened and why.  | In understanding of the time and location of a few major incidents  | In understanding of when, why and how and can compare their understanding.  |
| **Geography**  |
| * On a World map locate areas of similar environmental regions either desert, rainforest, lakes, or temperate regions.
* Describe and understand key aspects of physical geography including climate zones, biomes, and vegetation belts related to the rainforest.
* Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links
* Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones
 | Location - identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle the Prime/ Greenwich Meridian and time zones Human and Physical Geography- describe some aspectsSkills and Fieldwork-practise using maps, atlases, globes and digital/ computer mapping to locate countries and describe features and can use at least one confidently | Location - identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle the Prime/ Greenwich Meridian and time zones and are beginning to identify their significanceHuman and Physical Geography- describe aspectsSkills and Fieldworkbecoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features  |  Location -identify at least 4 for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zonesHuman and Physical Geography- describe an increased range of aspectsSkills and FieldworkPupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features  |
| **Creativity (Art, Music and DT)** |
| * DT - use research and develop design criteria and generate, develop and communicate ideas for their design including computer-generated design. Select from a range of tools and materials to build model. Evaluate and analyse a range of existing products in order to assess their own work.
* Evaluate their work and products on the market (sustainability) and ho DT has shaped our world.
 | -Becoming more confident to:Generate realistic ideas based on user needs, use a range of drawing skills, discussion, prototypes, pattern pieces & CAD-Select tools, equipment & materials & explain choices-Evaluate against their design criteria | Can:-Generate realistic ideas based on user needs, use a range of drawing skills, discussion, prototypes, pattern pieces & CAD-Select tools, equipment & materials & explain choices -Evaluate against their design criteria | Confidently:-Generate realistic ideas based on user needs, use a range of drawing skills, discussion, prototypes, pattern pieces & CAD-Select tools, equipment & materials & explain choices -Evaluate against their design criteria |
| **Personal (RE and PSHE)** |
| * P4C Fair-trade and global corporations. Id fair trade a good idea?
* PSHE – Water safety and going swimming with the whole class. Why is it important to come home on time?
* RE – Do Murtis help Hindus understand God? What do Hindus believe happens when life ends?
* How do religious leaders and sacred text contribute to a believer understanding of their faith? What difference might it make to believe in God as creator? How can music and the arts express and communicate religious beliefs and shape a person’s identity?
* Cooking - Understand and apply the principles of a healthy and varied diet l prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
* Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.
 | Beginning to showunderstanding of what fair trade is and the role they & global corporations can play.Beginning to understand aspects of human development and growth- Beginning to suggest what the Pentecost story might mean & give examples of what it means to some Christians now. -Beginning to make links between the Pentecost story, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. -Beginning to make links about ideas about the Kingdom of God explored in the Bible and what people believe about following God today. | Understand what fair trade is and the role they & global corporations can play in establishing that the world is a fairer place for all to liveUnderstand aspects of human development and growths-Can suggest what the Pentecost story might mean & give examples of what it means to some Christians now. - Can make links between the Pentecost story, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. -Can make links & express own ideas about the Kingdom of God explored in the Bible and what people believe about following God today. | Strong understanding of what fair trade is and the role they & global corporations can play in establishing that the world is a fairer place for all to liveStrong understanding of aspects of human development and growth-Confident tosuggest what the Pentecost story might mean & give examples of what it means to some Christians now. -Confident to make links between the Pentecost story, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. -Confident to make links & express own ideas about the Kingdom of God explored in the Bible and what people believe about following God today. |