

## YEAR 4 Curriculum Map – Cycle 1

Term	Science	Geography	History	PE	Art	RE	D&T	Computing	MFL	Music	PSHE
1	<p><b>Animals Including Humans</b> – Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>Understand and use a widening range of geographical terms &lt;eg&gt;specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes Demonstrate knowledge of features about places around him/her and beyond the UK</p>	<p><b>Ancient Egyptians</b></p> <p>Place some historical periods in a chronological framework: revisit previous historical periods to see where Ancient Egypt belongs</p> <p>Use a variety of resources to find out about aspects of life in the past: art (Museum visit) , documents, photographs, artefacts</p>	<p><b>KNOWLEDGE</b></p> <p>Explain the types and amounts of food needed for a balanced healthy diet</p> <p><b>Learning Journey (Personal)</b></p> <p>I know where I am with my learning and I have begun to challenge myself</p> <p>I try several times if at first I don't succeed and I ask for help when appropriate</p>	<p><b>Ancient Egyptians:</b> <u>Produced work inspired by:</u></p> <ul style="list-style-type: none"> <li>Visit to Bristol Museum to view giant painting <i>The Temple of Dendera, Upper Egypt by David Roberts</i></li> <li>Observational drawings of Egyptian artefacts</li> </ul> <p><u>Outcome:</u></p> <ul style="list-style-type: none"> <li>Detailed observational sketches.</li> </ul>	<p>Terms 1 and 2</p> <p>What is important to me? A focus on ourselves. An exploration of human nature and worthy characteristics. Children explore stories and festivals of Christianity and Judaism.</p>	<p><b>Cooking and nutrition</b></p> <p><u>Unleavened bread</u></p> <p>Follow a recipe which involves several skills.</p>	<p><b>E-safety</b> – online safety rules</p> <p><b>Touch typing skills</b></p> <p><b>Coding using Scratch:</b></p> <ul style="list-style-type: none"> <li>programme using broadcast blocks</li> <li>programme a maths quiz</li> <li>use variables</li> <li>use random variables</li> </ul>	<p>Greetings, How old are you?</p> <p>Revision of classroom instructions days of the week etc</p>	<p><b>Mamma Mia - Pop</b></p> <p><b>Abba's Music</b></p> <p>Dancing Queen The Winner Takes It All Waterloo Super Trouper Thank You For The Music</p>	<p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>Know how individual attitudes and actions make a difference to a class.</li> <li>Know about the different roles in the school community.</li> <li>Know their place in the school community.</li> <li>Know what democracy is (applied to pupil voice in school).</li> <li>Know that their own actions affect themselves and others.</li> <li>Know how groups work together to reach a consensus.</li> <li>Know that having a voice and democracy benefits the school community</li> </ul>
2	<p><b>Electricity</b> – Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.</p>			<p><b>KNOWLEDGE</b></p> <p>Identify that the blood transports materials and it also protects</p> <p><b>Learning Journey (Social)</b></p> <p>I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas</p> <p>I can help praise and encourage others in their learning</p>		<p>Key questions: what is important to me? Where do I belong? What am I worth? Stories/festivals including Adam and Eve, Rosh Hashanah and Yom Kippur. Focus on communities</p>		<p><b>E-safety</b> - Deal positively with peer pressure.</p> <p><b>Touch typing skills</b></p> <p><b>Servers and Search engines</b> – understand how internet searches select and rank results - Understand what servers are and how they provide services to a network.</p>	<p>Know the names of domestic animals as well as on the farm.</p> <p>Pets, What is your animal like?</p> <p>Christmas</p>	<p><b>Glockenspiel - Mixed styles</b></p> <p><b>Exploring and developing playing skills using the glockenspiel</b></p> <p>Mardi Gras Groovin' Two-Way Radio Flea Fly Rigadoon Mamma Mia Portsmouth Strictly D Play Your Music Drive</p>	<p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>Know that sometimes people make assumptions about a person because of the way they look or act.</li> <li>Know there are influences that can affect how we judge a person or situation.</li> <li>Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying.</li> <li>Know what to do if they think bullying is, or might be taking place.</li> <li>Know the reasons why witnesses sometimes join in with bullying and don't tell anyone.</li> <li>Know that first impressions can change.</li> </ul>
3	<p><b>States of Matter</b> – Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Understand and use a widening range of geographical terms &lt;eg&gt;specific topic vocabulary - contour, height, valley, erosion, deposition</p> <p>Describe how people have been affected by changes in the environment</p> <p>Explain about key natural resources &lt;eg&gt;water in the locality</p>	<p><b>Stone Age to Iron Age</b></p> <p>Use historic terms related to the period of study : see vocabulary list</p> <p>Use list to pre teach main vocabulary</p> <p>Understand that sources can contradict each other: cave paintings compared to artefacts found in museums</p> <p>Communicate his/her learning in an organised and</p>	<p><b>KNOWLEDGE</b></p> <p>Identify the main features of respiration</p> <p><b>Learning Journey (Cognitive)</b></p> <p>I can explain what I am doing well and I have begun to identify areas for improvement</p>	<p><b>Stone Age to Iron Age:</b> <u>Produced work inspired by:</u></p> <ul style="list-style-type: none"> <li>Cave paintings</li> <li>Beaker pottery</li> </ul> <p><u>Outcome:</u></p> <ul style="list-style-type: none"> <li>Cave painting inspired artwork using a variety of techniques and medium.</li> <li>A handmade clay beaker.</li> </ul>	<p>What can we learn from the life and teachings of Jesus Christ? Who is Jesus and what does it mean to follow him today? What did Jesus teach about? Focus on miracles and Lent/Easter.</p>	<p><b>Cooking and nutrition</b></p> <p><u>Stewed fruit cooked on a campfire</u></p> <p>-Understand about the advantages of eating seasonal food. -Use new processes, skills and techniques.</p>	<p><b>E-safety</b> – Send messages pre and post the advent of the internet.</p> <p><b>Touch typing skills</b></p> <p><b>Coding using Lightbot</b></p> <ul style="list-style-type: none"> <li>using functions</li> <li>use more than one function</li> <li>code with conditions</li> </ul>	<p>Revision of greetings, days of the week, colours</p> <p>Counting to 31</p>	<p><b>Stop! - Grime</b></p> <p><b>Writing lyrics linked to a theme</b></p> <p>Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop) Radetzky March by Strauss (Classical) Ho Gaya Sharabi by Panjabi MC (Bhangra and Hip Hop) Libertango by Astor Piazzolla (Tango)</p>	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>Know what their own hopes and dreams are.</li> <li>Know that hopes and dreams don't always come true.</li> <li>Know that reflecting on positive and happy experiences can help them to counteract disappointment.</li> <li>Know how to make a new plan and set new goals even if they have been disappointed.</li> <li>Know how to work out the steps they need to take to achieve a goal.</li> </ul>

			structured way, using appropriate terminology						Mas Que Nada performed by Sergio Mendes	<ul style="list-style-type: none"> <li>Know how to work as part of a successful group.</li> <li>Know how to share in the success of a group.</li> </ul>	
4	<p><b>Living Things &amp; Their Habitats</b></p> <p>Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers and have an impact on living things.</p>			<p><b>KNOWLEDGE</b></p> <p>Explain the benefits to the body of regular exercise</p> <p><b>Learning Journey (Creative)</b></p> <p>I can make up my own rules and versions of activities.</p> <p>I can begin to compare my movements and skills with those of others.</p> <p>I can select and link movements together to fit a theme</p>	<p>Stories/parables: The Good Samaritan, The Lost Son, The Widow's coins, The Marvellous Picnic</p> <p>Key concepts: love, greed, giving, prayer</p>		<p><b>E-safety</b> - Understand risk and prevent online information loss.</p> <p><b>Touch typing skills</b></p>	<p>Learn the names of family members</p> <p>Use adjectives to describe family members</p> <p>Revise names of animals, family pets</p>	<p><b>Easter Production</b></p> <p>COVID replacement – Tibre 2 Exploring Percussion Body Percussion Beatboxing</p>	<p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>Know how different friendship groups are formed and how they fit into them.</li> <li>Know which friends they value most.</li> <li>Know that there are leaders and followers in groups.</li> <li>Know that they can take on different roles according to the situation.</li> <li>Know the facts about smoking and its effects on health.</li> <li>Know some of the reasons some people start to smoke.</li> <li>Know the facts about alcohol and its effects on health, particularly the liver.</li> <li>Know some of the reasons some people drink alcohol.</li> <li>Know ways to resist when people are putting pressure on them.</li> <li>Know what they think is right and wrong.</li> </ul>	
5	<p><b>Sound</b> - Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>Identify where countries are within Europe; including Russia</p> <p>Know how the locality is set within a wider geographical context</p> <p>Measure straight line distances using the appropriate scale (CC Maths)</p>	<p><b>Geography focus</b></p> <p><b>KNOWLEDGE</b></p> <p>Identify basic 'coping strategies' for dealing with difficult emotions</p> <p><b>Learning Journey (Applying Physical)</b></p> <p>I can select and apply a range of skills with good control and consistency</p> <p>I can perform a range of skills with some control and consistency.</p> <p>I can perform a sequence of movements with some changes in level, direction or speed.</p>	<p><b>Famous Building:</b></p> <p><b>Produced work inspired by:</b></p> <ul style="list-style-type: none"> <li>St Christopher Wren</li> <li>Visit to Bristol Cathedral / Wells Cathedral</li> <li>Study of symmetry and patterns of Taj Mahal.</li> </ul> <p><b>Outcome:</b></p> <ul style="list-style-type: none"> <li>Detailed observational sketches of cathedral features.</li> <li>Personalised symmetrical designs.</li> </ul>	<p>How do people express their beliefs and identity? Focus on community cohesion</p> <p>How do people express their beliefs, identity and experiences? Why are the Arts really important for some religions and beliefs? How do I express my ideas, feelings and beliefs?</p>		<p><b>E-safety</b> - understand and respect digital rights and responsibilities.</p> <p><b>Touch typing skills</b></p> <p><b>Create an audio book using PhotoStory3 :</b></p> <ul style="list-style-type: none"> <li>use a camera and import images</li> <li>edit images in Photostory</li> <li>add audio to images</li> </ul>	<p>Learn names of parts of the body.</p> <p>Revise colours</p> <p>Playground games using numbers and simple instructions</p>	<p><b>Blackbird - The Beatles/Pop</b></p> <p><b>The Beatles, equality and civil rights</b></p> <p>Yellow Submarine Hey Jude Can't Buy Me Love Yesterday Let It Be</p>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Know some reasons why people feel jealousy.</li> <li>Know that jealousy can be damaging to relationships.</li> <li>Know that loss is a normal part of relationships.</li> <li>Know that negative feelings are a normal part of loss.</li> <li>Know that memories can support us when we lose a special person or animal.</li> <li>Know that change is a natural part of relationships/ friendship.</li> <li>Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe.</li> </ul>	
6				<p><b>KNOWLEDGE</b></p> <p>Identify the value of sleep for our health</p> <p><b>Learning Journey (Health and Fitness)</b></p> <p>I can explain why we need to warm up and cool</p>	<p><b>Rainforests:</b></p> <p><b>Produced work inspired by:</b></p> <ul style="list-style-type: none"> <li>Henri Rousseau. (Who was he? What inspired him? What was his style?)</li> </ul> <p><b>Outcome:</b></p> <ul style="list-style-type: none"> <li>Rainforest Collage</li> <li>Rainforest Canopy</li> </ul>	<p>Include a visit to a local Church</p> <p>Focus on symbols, community, hope, reconciliation, community cohesion</p>	<p><b>Processes</b></p> <p><b>Romans not here</b></p> <p><b>Design and build a functioning catapult that meets the design criteria</b></p> <p><b>Design</b> - Consider the functional and</p>	<p><b>E-safety</b> – discern who we can trust – virtual vs real friends</p> <p><b>WALT – touch type</b></p> <p><b>Programming using HTML</b></p> <ul style="list-style-type: none"> <li>structure a web page using</li> </ul>	<p>Revise names of foods</p> <p>Express a preference for different foods</p> <p>Role play cafe</p>	<p><b>Reflect, Rewind and Replay</b></p> <p><b>Classical</b></p> <p><b>The history of music, look back and consolidate your learning, learn some of the</b></p>	<p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm.</li> <li>Know that babies are made by a sperm joining</li> </ul>

			<p>down</p> <p>I can say how my body feels before, during and after exercise.</p> <p>I use equipment appropriately and move and land safely</p>	<p>Printing</p>	<p>aesthetic qualities of a wide range of materials when planning a functional catapult.</p> <p>- Use exploded diagrams when designing a functional catapult.</p> <p><u>Make</u> - Use techniques that require more accuracy when cutting, shaping and joining eg. slots in frameworks or cutting internal shapes.</p> <p><u>Technical knowledge</u> - Explore our own ideas and apply techniques that we have learned to strengthen our catapults</p> <p><u>Evaluate</u> - Consider how well our finished products meet the needs of the user and how we might improve them.</p> <p><b><u>Cooking and nutrition</u></b></p> <p><u>South American savoury pastries</u></p> <p>Read and follow recipes which involve several processes, skills and techniques.</p>	<p>HTML5</p> <ul style="list-style-type: none"> <li>• create hyperlinks using HTML5</li> <li>• embed content using HTML5</li> <li>• create tables using HTML5</li> </ul>	<p><b><u>language of music.</u></b></p> <p>La Quinta Estampie Real anon 13th century (Early Music)</p> <p>The Arrival Of The Queen Of Sheba by Handel (Baroque)</p> <p>Moonlight Sonata by Beethoven (Romantic)</p> <p>Bridal March/Chorus by Wagner (Romantic)</p> <p>Rhapsody In Blue by Gershwin (20th Century)</p> <p>Einstein On The Beach by Philip Glass (Contemporary)</p>	<p>with an ovum.</p> <ul style="list-style-type: none"> <li>• Know the names of the different internal and external body parts that are needed to make a baby.</li> <li>• Know how the female and male body change at puberty.</li> <li>• Know that personal hygiene is important during puberty and as an adult.</li> <li>• Know that change is a normal part of life and that some cannot be controlled and have to be accepted.</li> <li>• Know that change can bring about a range of different emotions.</li> </ul>
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## YEAR 4 Curriculum Map – Cycle 2

Term	Science	Geography	History	PE	Art	RE	DT	Computing	MFL	Music	PSHE
1	<p><b>Animals Including Humans</b> – Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>Identify where countries are within Europe; (including Russia)</p> <p>Describe human features of UK regions, cities and /or counties</p> <p>Understand and use a widening range of geographical terms</p>	<p><b>Ancient Greeks</b></p> <p>Place some historical periods in a chronological framework</p> <p>Use historic terms related to the period of study : name some Greek gods and learn a myth</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past : Listen to writings from that time</p> <p>Use a variety of resources to find out about aspects of life in the past: examine decoration of objects in the home e.g. vases</p> <p>Understand that sources can contradict each other</p> <p>Communicate his/her learning in an organised and structured way, using appropriate terminology</p>	<p><b>KNOWLEDGE</b></p> <p>Explain the types and amounts of food needed for a balanced healthy diet</p> <p><b>Learning Journey (Personal)</b></p> <p>I know where I am with my learning and I have begun to challenge myself</p> <p>I try several times if at first I don't succeed and I ask for help when appropriate</p>	<p><b>Ancient Greeks: Produced work inspired by:</b></p> <ul style="list-style-type: none"> <li>o Greek vases</li> <li>o Labyrinths</li> </ul> <p><b>Outcome:</b></p> <ul style="list-style-type: none"> <li>o Create own Greek-inspired vase.</li> <li>o Design a labyrinth.</li> </ul>	<p>Terms 1 and 2: What does it mean to belong to a religion: Judaism.</p> <p>How do members of a faith celebrate and live out their beliefs in: festivals, practices. Faith communities, journey of life and the wider world?</p>		<p><b>E-safety</b> – online safety rules</p> <p><b>Touch typing skills</b></p> <p><b>Coding using Scratch:</b></p> <ul style="list-style-type: none"> <li>• programme using broadcast blocks</li> <li>• programme a maths quiz</li> <li>• use variables</li> <li>• use random variables</li> </ul>	<p>Revision of Greetings</p> <p>How old are you?</p> <p>My Family</p>	<p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>• Know how individual attitudes and actions make a difference to a class.</li> <li>• Know about the different roles in the school community.</li> <li>• Know their place in the school community.</li> <li>• Know what democracy is (applied to pupil voice in school).</li> <li>• Know that their own actions affect themselves and others.</li> <li>• Know how groups work together to reach a consensus.</li> <li>• Know that having a voice and democracy benefits the school community</li> </ul>	
2	<p><b>Electricity</b> – Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.</p>			<p><b>KNOWLEDGE</b></p> <p>Identify that the blood transports materials and it also protects</p> <p><b>Learning Journey (Social)</b></p> <p>I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas</p> <p>I can help praise and encourage others in their learning</p>		<p>The Jewish World, Mezuzah, the Shema, Shabbat, Bar/Bat Mitzvah, Pesach, Seder, Story of Moses and the exodus, synagogue</p> <p>Key experience: Meet a member of the Jewish faith</p>		<p><b>E-safety</b> - Deal positively with peer pressure.</p> <p><b>Touch typing skills</b></p> <p><b>Servers and Search engines</b> – understand how internet searches select and rank results - Understand what servers are and how they provide services to a network.</p>	<p>Revise colours</p> <p>Numbers 1-31</p> <p>Christmas</p>	<p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>• Know that sometimes people make assumptions about a person because of the way they look or act.</li> <li>• Know there are influences that can affect how we judge a person or situation.</li> <li>• Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying.</li> <li>• Know what to do if they think bullying is, or might be taking place.</li> <li>• Know the reasons why witnesses sometimes join in with bullying and don't tell anyone.</li> <li>• Know that first impressions can change.</li> </ul>	
3	<p><b>States of Matter</b> – Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with</p>	<p>Understand the effect of landscape features on the development of a locality</p> <p>Explain about key natural resources &lt;eg&gt;water in the locality</p> <p>Know about changes to world environments over time</p>	<p><b>Geography Focus</b></p>	<p><b>KNOWLEDGE</b></p> <p>Identify the main features of respiration</p> <p><b>Learning Journey (Cognitive)</b></p> <p>I can explain what I am doing well and I have begun to identify areas</p>	<p><b>Extreme Earth: Produced work inspired by:</b></p> <ul style="list-style-type: none"> <li>o Tornadoes</li> <li>o Volcanoes</li> <li>o Paul Cezanne (1839 – 1906)</li> </ul> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>o Tornado sketches that focus on shading</li> <li>o Landscape</li> </ul>	<p>Terms 3 and 4: How should we live and who can inspire us?</p> <p>What positive examples have people given us that show us how to live? How might we change our lives in the light of the qualities demonstrated by</p>		<p><b>E-safety</b> – Send messages pre and post the advent of the internet.</p> <p><b>Touch typing skills</b></p> <p><b>Coding using Lightbot</b></p> <ul style="list-style-type: none"> <li>• using functions</li> <li>• use more than one function</li> <li>• code with conditions</li> </ul>	<p>Revision of Days of the Week</p>	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• Know what their own hopes and dreams are.</li> <li>• Know that hopes and dreams don't always come true.</li> <li>• Know that reflecting on positive and happy experiences can help them to counteract disappointment.</li> <li>• Know how to make a</li> </ul>	

	temperature.			for improvement	<p>paintings focusing on perspective (Focusing on a variety of mediums)</p> <ul style="list-style-type: none"> <li>Clay volcano Sculpture</li> </ul>	other people?				<p>new plan and set new goals even if they have been disappointed.</p> <ul style="list-style-type: none"> <li>Know how to work out the steps they need to take to achieve a goal.</li> <li>Know how to work as part of a successful group.</li> <li>Know how to share in the success of a group.</li> </ul>
4	<p><b>Living Things &amp; Their Habitats</b></p> <p>Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers and have an impact on living things.</p>			<p><b>KNOWLEDGE</b></p> <p>Explain the benefits to the body of regular exercise</p> <p><b>Learning Journey (Creative)</b></p> <p>I can make up my own rules and versions of activities.</p> <p>I can begin to compare my movements and skills with those of others.</p> <p>I can select and link movements together to fit a theme</p>		<p>Continued: Characteristics of leadership, what makes a good leader, Moses as a leader, Exodus, Pesach</p> <p>Sikhism – Guru Nanak as a leader Desmond Tutu as a Christian leader Ghandi</p>		<p><b>E-safety</b> - Understand risk and prevent online information loss.</p> <p><b>Touch typing skills</b></p>	<p>Main Unit E- My Home/Lessons 1-6 (Where do you Live?, Your Home, Your Bedroom, Daily Routine)</p>	<p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>Know how different friendship groups are formed and how they fit into them.</li> <li>Know which friends they value most.</li> <li>Know that there are leaders and followers in groups.</li> <li>Know that they can take on different roles according to the situation.</li> <li>Know the facts about smoking and its effects on health.</li> <li>Know some of the reasons some people start to smoke.</li> <li>Know the facts about alcohol and its effects on health, particularly the liver.</li> <li>Know some of the reasons some people drink alcohol.</li> <li>Know ways to resist when people are putting pressure on them.</li> <li>Know what they think is right and wrong.</li> </ul>
5	<p><b>Sound</b> - Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>Recognise that people have differing quality of life living in different locations and environments</p> <p>Understand the effect of landscape features on the development of a locality</p>	<p><b>The Romans</b></p> <p>Place some historical periods in a chronological framework</p> <p>Use historic terms related to the period of study: visit Roman sites e.g. Keynsham library mosaic to provide real local evidence</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past</p> <p>Use a variety of resources to find out about aspects of life in the past: visit Bath Roman baths</p>	<p><b>KNOWLEDGE</b></p> <p>Identify basic 'coping strategies' for dealing with difficult emotions</p> <p><b>Learning Journey (Applying Physical)</b></p> <p>I can select and apply a range of skills with good control and consistency</p> <p>I can perform a range of skills with some control and consistency.</p> <p>I can perform a sequence of movements with some changes in level, direction or speed.</p>	<p><b>The Romans: Produced work inspired by:</b></p> <ul style="list-style-type: none"> <li>Roman Baths, Bath</li> <li>Roman Toga</li> </ul> <p><b>Outcome:</b></p> <ul style="list-style-type: none"> <li>Personalised Roman Toga with repeated patterns.</li> </ul>	<p>Terms 5 and 6: Stories from other cultures Focus on Hinduism The Blind men and the elephant and Holika</p>		<p><b>E-safety</b> - understand and respect digital rights and responsibilities.</p> <p><b>Touch typing skills</b></p> <p><b>Create an audio book using PhotoStory3 :</b></p> <ul style="list-style-type: none"> <li>use a camera and import images</li> <li>edit images in Photostory</li> <li>add audio to images</li> </ul>	<p>Parts of the body</p> <p>Use adjectives to describe appearance</p>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Know some reasons why people feel jealousy.</li> <li>Know that jealousy can be damaging to relationships.</li> <li>Know that loss is a normal part of relationships.</li> <li>Know that negative feelings are a normal part of loss.</li> <li>Know that memories can support us when we lose a special person or animal.</li> <li>Know that change is a natural part of relationships/ friendship.</li> <li>Know that sometimes it is better for a</li> </ul>

			Understand that sources can contradict each other							friendship/ relationship to end if it is causing negative feelings or is unsafe.
6			Communicate his/her learning in an organised and structured way, using appropriate terminology	<p><b>KNOWLEDGE</b></p> <p>Identify the value of sleep for our health</p> <p><b>Learning Journey (Health and Fitness)</b></p> <p>I can explain why we need to warm up and cool down</p> <p>I can say how my body feels before, during and after exercise.</p> <p>I use equipment appropriately and move and land safely</p>	Continued:	<p>The story of Krishna's childhood</p> <p>The Ramayana</p> <p>The story of Prahlad and Holika</p>	<p><b>E-safety</b> – discern who we can trust – virtual vs real friends</p> <p><b>WALT – touch type</b></p> <p><b>Programming using HTML</b></p> <ul style="list-style-type: none"> <li>• structure a web page using HTML5</li> <li>• create hyperlinks using HTML5</li> <li>• embed content using HTML5</li> <li>• create tables using HTML5</li> </ul>	<p>Names of foods</p> <p>Express a preference for different foods</p> <p>Know how to say “I like” “I don’t like”</p> <p>Role play café</p>	<p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>• Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm.</li> <li>• Know that babies are made by a sperm joining with an ovum.</li> <li>• Know the names of the different internal and external body parts that are needed to make a baby.</li> <li>• Know how the female and male body change at puberty.</li> <li>• Know that personal hygiene is important during puberty and as an adult.</li> <li>• Know that change is a normal part of life and that some cannot be controlled and have to be accepted.</li> <li>• Know that change can bring about a range of different emotions.</li> </ul>	