



	Autumn Term
Religious Education	<p><u>The Bible</u></p> <ul style="list-style-type: none">• Can I understand how the Good News Bible is organised? <p><i>Stories:</i></p> <ul style="list-style-type: none">- David and Goliath• Can I write a speech from David to God to show why David acted the way he did because of his beliefs?• Can I make links between God's messages in David and Goliath and how beliefs affect my behaviour and actions?- Abraham• Can I explain Abraham's story making links to beliefs and life, giving reasons for his choices and actions?- Joseph• Can I retell Joseph's story accurately including quotes from scripture?- Moses• Can I recognise and understand Moses' story and make links to his beliefs and feelings about God? <p><u>Trust in God</u></p> <ul style="list-style-type: none">• Can I describe the religious symbols of advent and describe the actions and worship that happens during this time?• Can I understand the importance of trusting in God? Can I understand that sometimes it can be hard to trust? <p><i>Stories:</i></p> <ul style="list-style-type: none">- Zechariah• Can I make links to show how feelings and beliefs affected Zechariah's behaviour?- The Annunciation• Can I retell the story of The Annunciation accurately with direct quotes from scripture?

	<ul style="list-style-type: none"> - Joseph <ul style="list-style-type: none"> • Can I retell the story of Joseph and make links between the story and the importance of trusting in God? • Can I describe the religious symbols of Christmas?
Collective Worship	Ten Ten Resources
English -Reading	<p>Guided Reading Text – ‘There’s a Boy in the Girls’ Bathroom’ by Louis Sacher Class Text – ‘Roman Invasion’ by Jim Eldridge</p> <p>Word Reading:</p> <ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader’s interest and imagination • recognising some different forms of poetry <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text

	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than 1 paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
English-Writing	<p>Genre Focus:</p> <ul style="list-style-type: none"> • Setting descriptions • Character descriptions • Implementing the above learning to Narrative writing • Letter writing • Diary entries • Poetry • Informative writing
English-EPGS	<p><u>Autumn Focus</u></p> <ul style="list-style-type: none"> • Expanded Noun Phrases • Conjunctions • Adverbials • Apostrophes • Paragraphs • Determiners • Pronouns/Nouns • Prefixes and Suffixes
Maths	<p><i>Please see hyperlink:</i> Number and Place value: https://whiterosemaths.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-4-Autumn-Block-1-Number-Place-Value.pdf</p>

	<p>Addition and Subtraction: https://whiterosemaths.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-4-Autumn-Block-2-Number-Addition-and-Subtraction.pdf</p> <p>Measurement: Length and Perimeter: https://whiterosemaths.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-4-Autumn-Block-3-Measurement-Length-and-Perimeter.pdf</p> <p>Multiplication and Division: https://whiterosemaths.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-4-Autumn-Block-4-Number-Multiplication-and-Division.pdf</p>
Science	<p><u>States of Matter</u></p> <ul style="list-style-type: none"> • Can I describe the properties of the three states of matter and sort materials according to their state? • Can I investigate gases and explain their properties? • Can I investigate materials as they change state? • Can I investigate how water evaporates? • Can I identify and describe the different stages of the water cycle? <p><u>All Living Things</u></p> <ul style="list-style-type: none"> • Can I recognise that living things can be grouped in a variety of ways? • Can I explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment? • Can I use a key to identify invertebrates? Can I use evidence to identify an invertebrate? • Can I create a classification key? • Can I recognise positive and negative changes to the local environment? • Can I describe environmental dangers to endangered species by exploring Gerald Durrell’s conservation work in Madagascar?
Art	<p><u>British Art</u></p> <ul style="list-style-type: none"> • Can I research and learn about the artist Paula Rego? Can I draw illustrations? • Can I paint part of a famous artwork by the artist Gainsborough? • Can I tell you about the artist Sonia Boyce? • Can I make a portrait using Lucien Freud as inspiration? • Can I paint with colour using Howard Hodgkin as inspiration?

Computing	<p><u>Coding</u></p> <ul style="list-style-type: none"> • Can I review the design, code, test, debug process? • Can I understand and use if/else statements? • Can I create a program that repeats actions? • Can I make a timer? • Can I make a control simulation? • Can I understand what decomposition and abstraction are in computer science? <p><u>Online Safety</u></p> <ul style="list-style-type: none"> • Can I understand how to protect myself online and understand what a digital footprint is? • Can I identify the risks and benefits of installing software including apps? • Can I understand 'plagiarism' and consider the consequences? • Can I identify the positive and negative influence of technology on health and the environment? • Can I understand the importance of balancing screen time with other parts of my life?
Design and Technology	<p><u>Roman Shields</u></p> <ul style="list-style-type: none"> • Can I use research to develop a design for a Roman shield? Can I discuss and sketch my design? • Can I choose appropriate materials according to their functions to make my shield? • Can I evaluate my product and consider the views of others to improve my work? • Can I understand how key events and individuals in design and technology have helped shape the world?
Geography	<p><u>The UK</u></p> <ul style="list-style-type: none"> • Can I name and locate the countries and cities of the UK? • Can I use the eight compass points to describe the location of some cities in the UK? • Can I name and locate counties of the UK? Can I identify human and physical features of one of the counties in the UK? • Can I name areas of high ground in the UK and use a map to locate them? • Can I identify some human and physical features of the UK? • Can I recognise how the UK has changed over time and give reasons for this?
History	<p><u>The Romans</u></p> <ul style="list-style-type: none"> • Can I place the Romans on a timeline?

	<ul style="list-style-type: none"> • Can I understand how the Roman Empire began? • How did the Roman army help the Roman Empire expand? • How did Britain become part of the Roman Empire? • Who was Boudicca? How did Boudicca rebel against the Romans? • What did the Romans build after they settled in Britain? What did people do for leisure in Roman Britain? • What did the Romans do for us? What important things did they introduce to Britain?
Languages (Spanish)	<p><u>Autumn 1</u></p> <ul style="list-style-type: none"> • Can I say hello, goodbye and tell someone my name in Spanish? • Can I introduce myself in basic terms? • Can I ask someone their name and age? • Can I say my age? • Can I say who someone is? • Can I recognise a question? <p><u>Autumn 2</u></p> <ul style="list-style-type: none"> • Can I issue basic commands? • Can I ask someone how they are and say how I am (feelings)? • Can I use low numbers? • Can I say where things are? • Can I name colours, ask the colour of something and say what colour something is? • Can I ask what something is and say what something is? • Can I count to ten and count objects?
Music	<p><u>Singing</u></p> <ul style="list-style-type: none"> • Can I use the correct posture, breathing and diction when singing? • Through singing, can I develop: <ul style="list-style-type: none"> - an accuracy of pitch - an awareness of shape of melody and phrasing - character and style - a knowledge of structure – verse and chorus, call and response • Can I sing a variety of styles of songs? • Can I sing in two parts – as a round or in a harmony? <p><u>Playing an instrument:</u></p> <ul style="list-style-type: none"> • Can I learn how to look after an instrument and maintain it to a good standard?

	<ul style="list-style-type: none"> • Can I learn good posture and basic playing technique? • Can I play a steady beat in a group or independently? • Can I play melodies using a small range of notes? • Can I copy a short melodic phrase by ear? • Can I maintain a rhythmic or melodic ostinato? • Can I follow symbols or notation for rhythm and pitch? • Can I learn to control the instrument to produce contrasting dynamics? <p><u>Create and develop musical ideas</u></p> <ul style="list-style-type: none"> • Can I explore different sounds the instrument can make? • Can I compose actions and/or words to songs? • Can I explore how different musical elements can tell a story, paint a picture or create a mood? • Can I play instruments and sing using 'call and response' and 'question and answer'? • Can I develop improvising skills using rhythms and/or pitch? • Can I create and play an ostinato or simple rhythmic accompaniment and play with a melody? • Can I recognise patterns and repetition in pieces or songs?
P.E.	<p><u>Multi-Skills</u></p> <ul style="list-style-type: none"> • Can I complete skills tests with confidence? • Can I develop my balancing skills? • Can I develop agility skills? • Can I develop my coordination skills? • Can I perform tasks using a combination of balance, agility and coordination? • Can I complete skills tests, aiming for a personal best?
Personal, Social and Health Education	<p><u>1 Decision</u></p> <ul style="list-style-type: none"> - <i>Keeping/Staying Safe</i> - <i>Keeping/Staying Healthy</i> - <i>Growing and Changing</i>

Religious Education

Jesus the Teacher

- Can I make links to show how Simeon’s behaviour affected his behaviour? (Presentation in the Temple)
- Can I understand that Jesus travelled around teaching people and make links to show how feelings and beliefs about Jesus affect behaviour?
- Can I retell the parable of the sower and recognise what it represents?
- Can I express my point of view and express a preference? (parable of the sower artwork)
- Can I retell the parable of the unforgiving servant and reflect on what we can learn from it?
- Can I give reasons from the parables for the way Christians live?

Jesus the Saviour

- Can I understand that Jesus is both God and Man? Can I ask and respond to questions about Jesus?
- Can I describe and give reasons for certain actions by believers? (sacraments)
- Can I retell the stories during Holy Week and make links between the stories and beliefs about Jesus?
- Can I make links to show that people’s beliefs about Jesus during Holy Week affected their behaviour?

Collective Worship

Ten Ten Resources

English -Reading

Guided Reading Text – ‘Anglo-Saxon Boy’ by Tony Bradman

Class Text – Range of Poetry

Word Reading:

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Develop positive attitudes to reading, and an understanding of what they read, by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

- reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - identifying themes and conventions in a wide range of books
 - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - discussing words and phrases that capture the reader's interest and imagination
 - recognising some different forms of poetry
- Understand what they read, in books they can read independently, by:**
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than 1 paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
 - Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

English-Writing

Genre focus:

- Newspaper articles
- Setting descriptions
- Character descriptions
- Implementing the above learning to Narrative writing
- Letter writing
- Diary entries
- Poetry
- Informative writing

English-EPGS	<p><u>Continuing with:</u></p> <ul style="list-style-type: none"> • Expanded Noun Phrases • Conjunctions • Adverbials • Apostrophes • Paragraphs • Determiners • Pronouns/Nouns • Prefixes and Suffixes <p>New focus:</p> <ul style="list-style-type: none"> • Using conjunctions, adverbs and prepositions to express time and cause • Direct speech • Pronouns and possessive pronouns
Maths	<p><i>Please see hyperlink:</i></p> <p>Multiplication and Division: https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Year-4-2018-19-Spring-Term-Block-1-FINAL.pdf</p> <p>Measurement: Area: https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/01/Year-4-2018-19-Spring-Term-Block-2-FINAL.pdf</p> <p>Number: Fractions: https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Spring-Year-4-2018-19-Block-3-FINAL.pdf</p> <p>Number: Decimals: https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/SOL-Year-4-2018-19-Spring-Term-Block-4-FINAL.pdf</p>
Science	<p><u>States of Matter</u></p> <ul style="list-style-type: none"> • Can I compare and group materials together according to whether they are solids, liquids or gases? • Can I investigate gases and explain their properties? • Can I observe that some materials change state when they are heated or cooled and research the temperature at which this happens in degrees Celsius? • Can I explore how water changes state associating the rate of evaporation with temperature? • Can I identify and describe the different stages of the water cycle?

	<p><u>Sound</u></p> <ul style="list-style-type: none"> • Can I identify how sounds are made associating some of them with vibrating? Can I find patterns between the volume of a sound and the strength of the vibrations that produced it? • Can I explain how sounds travel? Can I identify and explain sound sources around school? • Can I find patterns between the pitch of a sound and features of the object that produced it? (making pan pipes using paper straws and guitars using Tupperware and elastic bands) • Can I investigate ways to absorb sound? • Can I recognise that sounds get fainter as the distance from the sound sources increases? • Can I report on findings in the context of Alexander Graham Bell’s invention of the telephone?
Art	<p><u>North American Art</u></p> <ul style="list-style-type: none"> • Can I finish a drawing by a famous artist? • Can I make a landscape collage using the photographer Ansel Adams as a stimulus? • Can I paint an abstract picture using the art of Helen Frankenthaler? • Can I use modelling to build a toy house using the work of architect Frank Lloyd Wright? • Can I use my sketch book to record observations in the context of artist Jean-Michel Basquiat? • Can I make a ‘reading’ picture after learning about the artist Mary Cassatt?
Computing	<p><u>Spreadsheets</u></p> <ul style="list-style-type: none"> • Can I use number formatting tools to format numbers and explore formatting cells? • Can I use the timer, random number and spin button tools? • Can I use a series of data in a spreadsheet to create a line graph? • Can I use a spreadsheet for budgeting? • Can I explore place value with a spreadsheet? <p><u>Writing for different audiences</u></p> <ul style="list-style-type: none"> • Can I explore how font size and style can affect the impact of a text?

	<ul style="list-style-type: none"> • Can I use a simulated scenario to produce a news report? • Can I use a simulated scenario to write for a community campaign? <p><u>Logo</u></p> <ul style="list-style-type: none"> • Can I learn the structure of the language of Logo? Can I input simple instructions? • Can I use 2logo to create letter shapes? • Can I use the repeat function in Logo to create shapes? • Can I use and build procedures in Logo?
Design and Technology	<p><u>Making Bread</u></p> <ul style="list-style-type: none"> • Can I find out about important people and events in the past that have shaped the way bread is made and sold today? • Can I investigate and analyse products according to their characteristics? • Can I develop a design criteria? Can I shape dough? • Can I think of original ideas for a product based on my design criteria? • Can I develop designs based on my design criteria and clearly communicate my final design? • Can I select ingredients and kitchen equipment to help me follow a bread making recipe? Can I knead and bake?
Geography	<p><u>North America</u></p> <ul style="list-style-type: none"> • Can I locate North America on a map? Can I locate North America's countries? • Can I use geographical terminology to describe the location and characteristics of a range of places across North America including cities? • Can I describe the climates and biomes across North America? • Can I identify physical and human features of a region of North America and compare to my local area?
History	<p><u>Anglo-Saxons</u></p> <ul style="list-style-type: none"> • Can I place the Anglo Saxons on a timeline? • Can I explain what the seven Anglo Saxon kingdoms were? • Can I describe why, where and when the Anglo-Saxons invaded Britain? • Can I understand how the Anglo Saxons have influenced Britain by explaining some of the place names they established and their meanings? • Can I describe a typical Anglo Saxon village and explain what jobs the people did?

	<ul style="list-style-type: none"> • Can I analyse and describe Anglo Saxon artefacts and explain what they can teach us about Anglo Saxon culture? • Can I explain the work of some of the people who were influential in converting the Anglo Saxons to Christianity and know about some of the important Christian buildings they founded?
Languages (Spanish)	<ul style="list-style-type: none"> • Alphabet • School Day • Day Out • Weather
Music	<p><u>Respond and Review</u></p> <ul style="list-style-type: none"> • Can I discuss what makes a good performance and identify how to improve a performance? • Can I listen to different types of music and discuss how they reflect different venues and occasions? • Can I discover how musical elements can change the mood of music? <p><u>Listen and Apply Knowledge and Understanding</u></p> <ul style="list-style-type: none"> • Can I recognise the difference between pulse and rhythm? • Can I explore dynamic contracts, articulation and tempo changes and describe music using these terms? • Can I describe how music moves in steps or leaps and recognise if the pitch is going up or down in a melody? • Can I use simple rhythmic notation clap, sing or play accurately with a pulse? • Can I follow notation or symbol to play a piece of music? • Can I recognise simple structures of songs or pieces? • Can I recognise repeated sections of pieces?
P.E.	<p><u>Fitness</u></p> <ul style="list-style-type: none"> • Can I figure out how to work on beating my personal best? • Can I improve my technique? • Can I develop my strength? • Can I keep my balance when performing exercises? • Can I keep control when performing exercises? • Can I challenge myself in different ways?

Personal, Social and Health Education	<u>1Decision</u> <ul style="list-style-type: none"> • <i>Being Responsible</i> • <i>Feelings and Emotions</i> • <i>Computer Safety</i>
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	Summer Term
Religious Education	<u>Mission of the Church</u> <ul style="list-style-type: none"> • Can I ask and respond to questions about Jesus’ meeting with the disciples after the resurrection? Can I make links to show how the appearance of Jesus affected the disciple’s behaviour? • Can I understand that Peter was chosen to lead the disciples in spreading the good news and give reasons for his actions? • Can I retell the story of Pentecost & make links between the story and beliefs about the Holy Spirit? • Can I retell some episodes in the life of Peter using direct links to scripture? • Can I understand how Paul became a Christian and worked to spread the Good News? • Can I make links between some of the letters of Paul and beliefs about how Christians should live? Can I describe and give reasons for the varied work of the Parish? <u>Belonging to the Church</u> <ul style="list-style-type: none"> • Can I recognise that I belong to a community and that there are different types of community? Can I describe some religious signs and symbols of the school community? • Can I describe some ways people show they belong to the Church or the Parish? • Can I understand that we join the Church when we are Baptised and describe/give reasons for the use of symbols of Baptism? • Can I make links between Gospel stories and beliefs Christians hold about Jesus? • Can I retell the story of our class saint (or school saint) and write about how I can follow the example of my chosen saint? • Can I understand the important seasons of the Church’s year and describe at least one of these seasons?
Collective Worship	Ten Ten Resources

Guided Reading Text – ‘The Witches’ by Roald Dahl

Class Text – ‘The Creakers’ by Tom Fletcher

Word Reading:

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Develop positive attitudes to reading, and an understanding of what they read, by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader’s interest and imagination
- recognising some different forms of poetry

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than 1 paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction

	<ul style="list-style-type: none"> • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
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	<p>Statistics: https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/06/Year-4-2018-19-Summer-Block-4-Statistics.pdf</p> <p>Geometry: Properties of Shape: https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Summer Term SOL/Year-4-Block-5-Properties-of-shapes.pdf</p> <p>Geometry: Position and Direction: https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Summer Term SOL/Year-4-Block-6-Position-Direction.pdf</p>
Science	<p><u>Electricity</u></p> <ul style="list-style-type: none"> • Can I explain ways that electricity is generated? Can I identify electrical appliances and the types of electricity they use? • Can I identify complete and incomplete circuits? • Can I identify and sort materials into electrical conductors or insulators? • Can I explain how a switch works and why they are needed? • Can I construct a simple circuit, identifying and naming its basic parts? • Can I make and investigate different switches? • Can I identify changes related to scientific ideas by exploring Thomas Edison’s work with electricity?
Art	<p><u>Mountains and Rivers</u></p> <ul style="list-style-type: none"> • Can I look at works by Claude Monet of rivers, and Paul Cezanne’s work on landscapes and discuss similarities and differences in both artists’ approaches to landscape? • Can I recognise Monet’s themes and draw and paint using similar techniques? (landscape) • Can I use sketching and painting to communicate observations, ideas and feelings? (river scene) • Can I evaluate my own work by identifying aspects of composition and technique that have been successful?
Computing	<p><u>Animation</u></p> <ul style="list-style-type: none"> • Can I learn how animations are created by hand and find out how 2Animate can be created in a similar way using the computer? • Can I learn about onion skinning in animation? Can I add backgrounds and sounds to animations?

	<ul style="list-style-type: none"> • Can I understand what a 'stop motion' animation is? Can I share animation by blogging? <p><u>Effective Searching</u></p> <ul style="list-style-type: none"> • Can I locate information on the search results page? • Can I use search effectively to find our information? • Can I assess whether an information source is true and reliable? <p><u>Hardware Investigators</u></p> <ul style="list-style-type: none"> • Can I understand the different parts that make up a computer? • Can I recall the different parts that make up a computer and create a leaflet to show the function of each part?
Design and Technology	<p><u>Battery Operated Lights</u></p> <ul style="list-style-type: none"> • Can I explain how key events and individuals in design and technology have helped shape the world? • Can I make and represent different types of circuits? • Can I make and use switches? • Can I develop a design criteria and a design for a light? • Can I select materials and components to make my light? • Can I create a well finished product? • Can I complete a detailed evaluation of my finished product?
Geography	<p><u>Lake District (mountains and rivers)</u></p> <ul style="list-style-type: none"> • Can I locate the Lake District on a map and its major features? • Can I compare land use in the Lake District with that of an area in North America? • Can I describe the key features of a mountain range? • Can I explain how different types of mountains are formed? • Can I describe a mountainous climate? • Can I locate key rivers of the UK? • Can I describe the key features of a river system? • Can I describe the ways rivers are used and explain the impact of damming rivers?

History	<p><u>John Paul Jones (Local History)</u></p> <ul style="list-style-type: none"> • Can I place John Paul Jones on a timeline? • Can I complete a timeline of John Paul Jones' life? • Can I locate the places John Paul Jones travelled to during his life? • Can I understand what happened during John Paul Jones' assault on Whitehaven? • Can I express my point of view using what I have learned? – Was John Paul Jones a hero or a villain?
Languages (Spanish)	<ul style="list-style-type: none"> • Matching pairs • Game Show • Passports • Shopping
Music	<p><u>Cultural Development</u></p> <ul style="list-style-type: none"> • Can I sing and play pieces from different: <ul style="list-style-type: none"> - countries - periods - styles • Can I learn traditional singing games? • Can I explore music written by different composers? <p><u>Personal Development</u></p> <ul style="list-style-type: none"> • Can I play individually and in a small group to the class? • Can I develop rehearsal skills to enable a large group performance? <p><u>Performing with Others</u></p> <ul style="list-style-type: none"> • Can I perform a range of pieces? Can I sing and play with awareness of others? • Can I develop performance skills: <ul style="list-style-type: none"> - audience awareness - listening to others as I play - following a conductor - receiving audience appreciation
P.E.	<p><u>Athletics</u></p> <ul style="list-style-type: none"> • Can I react quickly and accelerate over short distances? • Can I throw using the correct stance and by rotating my hips forward?

	<ul style="list-style-type: none">• Can I perform a hop, step and jump with control and balance?• Can I run over an obstacle/hurdle with speed and control?• Can I push a tennis ball/basketball using the correct shot put stance?• Can I pass a relay baton with control and timing?
Personal, Social and Health Education	<p><u>1Decision</u></p> <ul style="list-style-type: none">• <i>Money</i>• <i>Hazards</i>• <i>Fire Safety</i>