

- Curriculum Driver - Significant People

	Week 1 4/9	Week 2 11/9	Week 3 18/9	Week 4 25/9	Week 5 2/10	Week 6 9/10	Week 7 16/10
Science Electricity	To identify what the children already know about electricity	To identify common appliances that run on electricity.	To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.	To 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.	To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.	To recognise some common conductors and insulators, and associate metals with being good conductors.	Assessment - End of Unit Quiz
ICT Internet Safety Typing Text and Images	Internet Safety Online Reputation	Internet Safety Online Behaviour	Internet Safety Opinions and Difference	Typing	Typing	Typing	Document Editing
History Alfred the Great	To develop an understanding about what Britain was like when the Anglo-Saxons arrived?	To start to use a timeline and apply knowledge of Alfred the Great	To understand how Alfred prevented the invasion and overrunning of the Vikings.	How Alfred the Great impacted the literary and legal systems in Britain.	To understand why Alfred became known as the Great and draw their own conclusions.	Assessment Quiz	
Art Drawing, Sketching and Shading	To develop the technique of adding tone to a drawing by investigating the pressure they use on a pencil	To develop the technique of adding tone to a drawing by investigating using charcoal to	To develop the technique of adding texture with pencils	To develop a variety of shading techniques	To enlarge a piece of an artist's sketch and label the shading techniques used. Complete the middle part of a portrait	Complete a drawing of Bob Marley by copying a photograph and adding in a variety of shading techniques to add	Evaluate their and others' work critically and kindly.

		add different tones			using a variety of sketching techniques. Label the sketching techniques used in your own sketch.	tone, texture and shade	
Games Football	Practise and improve accuracy and control of dribbling and passing skills (Year 4 Cambridgeshire Scheme Pages 72-74)	Continue to practise dribbling and passing skills and apply them to small sided competitive games (Year 4 Cambridgeshire Scheme Pages 75-77)	Practise dribbling and passing skills and apply them to small sided competitive games, observe and evaluate others' work focusing on effective performance (Year 4 Cambridgeshire Scheme Pages 78-79)	Practise dribbling and passing skills and apply them to small sided competitive games, observe and evaluate others' work focusing on effective performance (Year 4 Cambridgeshire Scheme Pages 80-82)	Practise dribbling and passing skills and apply them to small sided competitive games, observe and evaluate others' work focusing on effective performance (Year 4 Cambridgeshire Scheme Pages 83-85)	Practise dribbling and passing skills and apply them to small sided competitive games, observe and evaluate others' work focusing on effective performance (Year 4 Cambridgeshire Scheme Pages 86-87)	Inter class football competition Children take in turns to put their practise into performance and evaluate their own and others' performance.
PE Gymnastics	To apply the principles of balance to make balances easier or more challenging to control (Year 4 Cambridgeshire Scheme 'Principles of Balance' Pages 36-39)	To adapt an existing movement phrase or create a new movement phrase to show smooth transitions between balances (Year 4 Cambridgeshire Scheme 'Principles of Balance' Pages 40-43)	To link balances covering different levels and to involve a bench in the performance of balances (Year 4 Cambridgeshire Scheme 'Principles of Balance' Pages 44-46)	To explore ways of performing balances using large apparatus and explain how this affect the principles of balance (Year 4 Cambridgeshire Scheme 'Principles of Balance' Pages 47-49)	To explore transitions into and out of balances on large apparatus and link the best ideas into movement phrases using other actions (Year 4 Cambridgeshire Scheme 'Principles of Balance' Pages 50-53)	To remember, improve and perform a movement phrase linking balances on the floor and apparatus (Year 4 Cambridgeshire Scheme 'Principles of Balance' Pages 54-57)	Inter class gymnastics competition/ Children take in turns to perform and evaluate their own and others' performance.
PSHE - Year 4 Families and friendships	To know about the features of positive healthy friendships such as mutual	To know about strategies to build positive friendships.	To know how to seek support with relationships if you feel lonely or excluded.	To know how to communicate respectfully with friends when using digital devices.	To know how knowing someone online differs from knowing someone face to face and that there are risks in communicating with	To know what to do or whom to tell if they are worried about any contact online.	Assessment

Positive friendships, including online PoS Refs: R10, R11, R12, R13, R18	respect, trust and sharing interests.				someone they don't know.		
RE What kind of world did Jesus want?		Christians believe that Jesus loves everyone	Jesus is seen as good news to Christian	Fishers of people today	Meaning in a parable	Meaning in a parable	Good Samaritan
Music Recorder and Keyboard, Standard notation SK/SD	Singing, playing and notation. Recorder Mu2/1.1 What is Reggae music and who was Bob Marley?	Performing, singing and notation. Recorder Mu2/1.4 To learn a part from simple notation	Singing and improvising. Recorder Mu2/1.2 To improvise simple melodies using known notes	Playing and notation keyboards Mu2/1.4 To introduce new notes through playing and notation	Composing and improvisation. Keyboards Mu2/1.2 To use known notes to create a second instrumental part.	Performing Keyboards Mu2/1.1 To maintain an individual part and rehearse effectively	Performing and recording. Keyboard and recorder. Mu2/1.1 To make musical decisions to enhance a performance
Spanish Let's make some noise!	I can say the letters of the alphabet in Spanish.	I can ask and answer a simple question. Spelling my name.	I can recite a simple song that teaches me the days of the week.	I can recite a simple song that teaches me the months of the year.	I can recite a simple song about the seasons.	I can recall numbers 0 to 20 in Spanish.	I can recall numbers 20 to 50.