

2016-2017

Year group: 4

Term:	AUTUMN		SPRING		SUMMER	
Topic Umbrella and Title	Let's Investigate	Time Travellers	Unique Universe	Small Surprises	Before you were born	Wonderful World
Science	How humans work	Scavengers and Settlers	Saving the World	Science shake it (exception)	Inventions that changed the world	Turn it up (exception)/Do you live around here?
Working scientifically	<p>. asking relevant questions and using different types of scientific enquiries to answer them</p> <ul style="list-style-type: none"> ☑ setting up simple practical enquiries, comparative and fair tests ☑ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers ☑ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ☑ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ☑ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ☑ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ☑ identifying differences, similarities or changes related to simple scientific ideas and processes 			<p>asking relevant questions and using different types of scientific enquiries to answer them</p> <ul style="list-style-type: none"> ☑ setting up simple practical enquiries, comparative and fair tests ☑ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers ☑ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ☑ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ☑ reporting on findings from enquiries, including 		<p>asking relevant questions and using different types of scientific enquiries to answer them</p> <ul style="list-style-type: none"> ☑ setting up simple practical enquiries, comparative and fair tests ☑ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

	<p>☑ using straightforward scientific evidence to answer questions or to support their findings.</p>			<p>oral and written explanations, displays or presentations of results and conclusions ☑ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ☑ identifying differences, similarities or changes related to simple scientific ideas and processes ☑ using straightforward scientific evidence to answer questions or to support their findings.</p>		<p>☑ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ☑ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ☑ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ☑ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ☑ identifying differences,</p>
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						<p>similarities or changes related to simple scientific ideas and processes</p> <p>☑ using straightforward scientific evidence to answer questions or to support their findings.</p>
<p>Questioning and enquiring planning</p>	<p>Ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>Explore everyday phenomena and the relationships between living things and familiar environments.</p> <p>Begin to develop their ideas about functions, relationships and interactions.</p> <p>Raise their own questions about the world around them.</p> <p>Make some decisions about which types of enquiry will be the best way of answering questions including observing changes over time, noticing patterns, grouping and classifying, carrying out simple comparative and fair tests, finding things out using</p>			<p>Ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>Explore everyday phenomena and the relationships between living things and familiar environments.</p> <p>Begin to develop their ideas about functions, relationships and interactions.</p> <p>Raise their own questions about the world around them.</p> <p>Make some decisions about which types of enquiry will be the best way of answering questions including observing changes over time, noticing patterns, grouping and classifying, carrying out simple</p>		<p>Ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>Explore everyday phenomena and the relationships between living things and familiar environments.</p> <p>Begin to develop their ideas about functions, relationships and interactions.</p> <p>Raise their own questions about</p>

	secondary sources.			comparative and fair tests, finding things out using secondary sources.		<p>the world around them.</p> <p>Make some decisions about which types of enquiry will be the best way of answering questions including observing changes over time, noticing patterns, grouping and classifying, carrying out simple comparative and fair tests, finding things out using secondary sources.</p>
<p>Observing and measuring pattern seeking</p>	<p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them.</p> <p>Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used.</p> <p>Learn to use new equipment appropriately (eg data loggers).</p> <p>Can see a pattern in my results.</p>			<p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them.</p> <p>Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used.</p> <p>Learn to use new equipment appropriately (eg data loggers).</p> <p>Can see a pattern in my results.</p> <p>Can choose from a</p>		<p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them.</p> <p>Help to make</p>

	<p>Can choose from a selection of equipment.</p> <p>Can observe and measure accurately using standard units including time in minutes and seconds.</p>			<p>selection of equipment.</p> <p>Can observe and measure accurately using standard units including time in minutes and seconds.</p>		<p>decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. Learn to use new equipment appropriately (eg data loggers). Can see a pattern in my results. Can choose from a selection of equipment.</p> <p>Can observe and measure accurately using standard units including time in minutes and seconds.</p>
Investigating	<p>Set up simple practical enquiries, comparative and fair tests.</p> <p>Recognise when a simple fair test is necessary and help to decide how to set it up.</p> <p>Can think of more than one variable factor.</p>			<p>Set up simple practical enquiries, comparative and fair tests.</p> <p>Recognise when a simple fair test is necessary and help to decide how to set it up.</p> <p>Can think of more than one variable factor.</p>		<p>Set up simple practical enquiries, comparative and fair tests. Recognise when a simple fair test is necessary and help to decide how to set it up.</p> <p>Can think of more than one variable factor.</p>
Recording and reporting	<p>Gather, record, classify and present</p>			<p>Gather, record, classify and present data in a</p>		<p>Gather, record, classify and</p>

<p>findings</p>	<p>data in a variety of ways to help in answering questions.</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Use notes, simple tables and standard units and help to decide how to record and analyse their data.</p> <p>Can record results in tables and bar charts.</p>			<p>variety of ways to help in answering questions.</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Use notes, simple tables and standard units and help to decide how to record and analyse their data.</p> <p>Can record results in tables and bar charts.</p>		<p>present data in a variety of ways to help in answering questions.</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Use notes, simple tables and standard units and help to decide how to record and analyse their data.</p> <p>Can record results in tables and bar charts.</p>
<p>Identifying grouping and classifying</p>	<p>Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Talk about criteria for grouping,</p>			<p>Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Talk about criteria for</p>		<p>Identify differences, similarities or changes related to simple scientific ideas</p>

	<p>sorting and classifying and use simple keys.</p> <p>Compare and group according to behaviour or properties, based on testing.</p>			<p>grouping, sorting and classifying and use simple keys.</p> <p>Compare and group according to behaviour or properties, based on testing.</p>		<p>and processes.</p> <p>Talk about criteria for grouping, sorting and classifying and use simple keys.</p> <p>Compare and group according to behaviour or properties, based on testing.</p>
Research	<p>Begin to recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations.</p>			<p>Begin to recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations.</p>		<p>Begin to recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations.</p>
Conclusions	<p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Use straightforward scientific evidence to answer questions or to support their findings.</p> <p>With help, look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions. With support, identify new questions arising from the data, make new predictions and find ways of improving what they have already done.</p> <p>Can see a pattern in my results. Can</p>			<p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Use straightforward scientific evidence to answer questions or to support their findings.</p> <p>With help, look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions. With support, identify new questions arising from the data, make new predictions and find ways of improving what they have</p>		<p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Use straightforward scientific evidence to answer questions or to support their findings.</p> <p>With help, look for changes, patterns,</p>

	<p>say what I found out, linking cause and effect.</p> <p>Can say how I could make it better.</p> <p>Can answer questions from what I have found out.</p>			<p>already done.</p> <p>Can see a pattern in my results. Can say what I found out, linking cause and effect.</p> <p>Can say how I could make it better.</p> <p>Can answer questions from what I have found out.</p>		<p>similarities and differences in their data in order to draw simple conclusions and answer questions. With support, identify new questions arising from the data, make new predictions and find ways of improving what they have already done.</p> <p>Can see a pattern in my results. Can say what I found out, linking cause and effect.</p> <p>Can say how I could make it better.</p> <p>Can answer questions from what I have found out.</p>
<p>Vocabulary</p>	<p>Use some scientific language to talk and, later, write about what they have found out.</p> <p>Use relevant scientific language.</p> <p>Use comparative and superlative language</p>			<p>Use some scientific language to talk and, later, write about what they have found out.</p> <p>Use relevant scientific language.</p> <p>Use comparative and superlative language</p>		<p>Use some scientific language to talk and, later, write about what they have found out.</p> <p>Use relevant scientific</p>

						language. Use comparative and superlative language
Understanding	Knows which things in science have made our lives better. Can understand there is some risk in science.			Knows which things in science have made our lives better. Can understand there is some risk in science.		Knows which things in science have made our lives better. Can understand there is some risk in science.
Geography Location			Locate the world's countries, using maps to focus on Europe (inc the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.			Locate the world's countries, using maps to focus on Europe (inc the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.
Place			Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a			Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a

			European country.			European country.
Human and physical		Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.			Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
Geographical skills and fieldwork			Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure and record the human and physical features in the local area			Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure and record the human and physical features in the local area

			using a range of methods, including sketch maps, plans and graphs, and digital technologies.			using a range of methods, including sketch maps, plans and graphs, and digital technologies.
History- include coverage						
Knowledge/ understanding of British History		<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor</p>			An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066	
Knowledge/ understanding of Wider World History		<p>The achievements of the earliest civilizations; depth study of one of:</p> <ul style="list-style-type: none"> • Sumer • Indus Valley • Egypt • Shang Dynasty • Ancient Greece <p>– life, achievements, influence</p> <p>Non-European society that contrasts with British history. One of:</p> <ul style="list-style-type: none"> • early Islamic 				

		civilizations inc study of Baghdad c 900AD <ul style="list-style-type: none"> • Mayan civilization c. 900 AD • Benin (west 				
The ability to...		Continue to develop chronologically secure knowledge of history <ul style="list-style-type: none"> • Establish clear narratives within and across periods studied • Note connections, contrasts and trends over time • Develop the appropriate use of historical terms • Regularly address and sometimes devise historically valid questions • Understand how knowledge of the past is constructed from a range of sources • Construct informed responses by selecting and organising relevant historical information • Understand that different versions of the past may exist, giving 			Continue to develop chronologically secure knowledge of history <ul style="list-style-type: none"> • Establish clear narratives within and across periods studied <ul style="list-style-type: none"> • Note connections, contrasts and trends over time • Develop the appropriate use of historical terms <ul style="list-style-type: none"> • Regularly address and sometimes devise historically valid questions • Understand how knowledge of the past is constructed from a range of sources <ul style="list-style-type: none"> • Construct informed responses by selecting and organising relevant historical information • Understand that different versions of the past may exist, giving some reasons for this (Not explicitly stated but is natural progression between KS1 and KS3) 	

		some reasons for this (Not explicitly stated but is natural progression between KS1 and KS3)				
Computing	<p>4.1 Developing a simple educational game Design, write and debug programs that accomplish specific goals.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Child Friendly Develop an educational computer game using selection and repetition.</p> <p>Understand and use variables.</p> <p>Start to debug computer programs.</p> <p>Recognise the importance of user interface design, including consideration of input and output.</p>	<p>4.2 Prototyping an interactive toy Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.</p> <p>Use sequence, selection, and repetition in programs; work with various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Child Friendly Design and make an on-screen prototype of a computer-controlled toy.</p> <p>Understand different forms of input and output (such as sensors, switches, motors, lights and speakers).</p> <p>Design, write and</p>	<p>4.5 Producing a wiki Solve problems by decomposing them into smaller parts.</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>Use search technologies effectively.</p> <p>Use ... a variety of software (including internet services) ... to ... create ... content ... including ... presenting information.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>4.4 editing and writing HTML <ul style="list-style-type: none"> Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use technology safely, respectfully and responsibly; know a range of ways to report concerns and unacceptable behaviour. Use and combine a variety of software (including internet services) to accomplish given goals, including presenting information. <p>Child Friendly Understand some technical aspects of how the internet makes the web possible.</p> <p>Use HTML tags for elementary</p> </p>	<p>4.3 producing digital music Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Understand computer networks including the internet; ... and the opportunities they offer for communication and collaboration.</p> <p>Be discerning in evaluating digital content.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>4.6 Presenting the Weather Work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Child Friendly Understand different measurement</p>

		<p>debug the control and monitoring program for their toy.</p>	<p>Child Friendly Understand the conventions for collaborative online work, particularly in wikis.</p> <p>Be aware of their responsibilities when editing other people's work.</p> <p>Become familiar with Wikipedia, including potential problems associated with its use.</p> <p>Practise research skills.</p> <p>Write for a target audience using a wiki tool.</p> <p>Develop collaboration skills.</p> <p>Develop proofreading skills.</p>	<p>mark up.</p> <p>Use hyperlinks to connect ideas and sources.</p> <p>Code up a simple web page with useful content.</p> <p>Understand some of the risks in using the web.</p>	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour.</p> <p>Child Friendly Use one or more programs to edit music.</p> <p>Create and develop a musical composition, refining their ideas through reflection and discussion.</p> <p>Develop collaboration skills.</p> <p>Develop an awareness of how their composition can enhance work in other media.</p>	<p>techniques for weather, both analogue and digital.</p> <p>Use computer-based data logging to automate the recording of some weather data.</p> <p>Use spreadsheets to create charts</p> <p>Analyse data, explore inconsistencies in data and make predictions</p> <p>Practise using presentation software and, optionally, video.</p>
<p>eSafety</p>	<p>The pupils need to consider copyright when sourcing images or media for their programs and/or uploading their own work to the Scratch community site. Searching for content for their programs or viewing others' games also offers an opportunity to develop safe search habits.</p> <p>If the pupils participate in the Scratch</p>	<p>The pupils again need to think carefully about copyright in sourcing images and other media for their toy prototypes and presentations, or if uploading their own work to the Scratch community. If the pupils do</p>	<p>The pupils learn about Wikipedia, considering some strategies for evaluating the reliability of online content as well as the rules and processes that the Wikipedia community has evolved. The pupils develop a shared wiki,</p>	<p>The pupils learn how easy it is to create content for the web. The unit provides an opportunity to address some of the risks of using the web, and how pupils could best keep themselves safe while doing so.</p>	<p>The pupils need to think about copyright when sourcing audio or publishing their own compositions. They are encouraged to use Creative Commons licensed content if working with others' audio files.</p>	<p>The pupils consider the importance of obtaining and using accurate data</p> <p>for any information-processing work. If the pupils film one another, they</p>

	<p>community, they need to think about what information they can share and how to participate positively in an online community, as well as obtaining parental permission.</p>	<p>participate in the online Scratch community, they should think through how to do so in a safe and responsible manner, and should obtain their parents' consent. If the pupils link their programs to hardware, they need to take care to work safely with a range of tools and electronic equipment.</p>	<p>thinking carefully about how to do so safely and responsibly, and considering what conduct is appropriate when collaborating on a shared resource.</p>	<p>They learn how easily web pages can be modified, which provides an opportunity to consider the reliability of web-based content.</p>	<p>There's an opportunity to discuss how copyright relates to music performed in school as well as illegal downloading and sharing of copyrighted music.</p>	<p>need to ensure appropriate permission is obtained and that recordings are made, edited and shown in safe, respectful and responsible ways.</p> <p>The pupils should think carefully about the implications of uploading their films to the school network or to the internet.</p>
<p>Art</p>	<p>Same as year 3 but with more control and accuracy</p> <p>More materials</p> <p>Art – Drawing</p> <p>Use sketchbooks to collect and record visual information from different sources. Recording/ exploring and experimenting.</p> <p>Use and control different media to explore ways in which they can be applied to achieve particular effects. Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>Identify key visual element such as colour, pattern, texture, line, shape, form and space in their own work and the work of others.</p> <p>Begin to adapt and apply shades to achieve tonal</p>					

	<p>effects/ pattern /textures.</p> <p>Consider the scale/surface of their work.</p> <p>Make drawing/paintings that include detail and context</p> <p>Make drawings using the computer.</p> <p>Select drawing equipment form a limited range and decide how it might be used.</p> <p>Drawings for different purposes using a range of styles.</p> <p>Make and drawings (painting) from observations/experiences and imagination with the emphasis on first-hand experience.</p> <p>To improve their mastery of drawing with a range of materials.</p> <p>Look at and consider the work of great artists / architects / craft makers and designers in history. Continue to make links to their own work and have an increasing awareness of different kinds of art, craft and design.</p> <p>Describe what they achieved and how it was produced.</p>					
	<p>Painting</p> <p>Use sketchbooks to collect and record visual information from different sources. Recording/ exploring and experimenting.</p> <p>Paintings s for different purposes using a range of styles.</p> <p>Select painting equipment form a limited range and decide how it might be used</p> <p>Begin to adapt and apply colours to achieve tonal effects/ pattern /textures.</p> <p>Make and drawings (painting) from observations/experiences and imagination with the emphasis on first-hand experience.</p>					

	To improve their mastery of painting with a range of materials.					
	<p>Sculpture</p> <p>Mould malleable materials – dough/clay- to create shapes and can be combined to make objects and people from a range of component shapes. And explore their qualities.</p> <p>Use simple for building and joining clay/malleable materials. – experience casting (adult led)</p> <p>Use a wider range of tools to cut/shape and impress patterns and textures into a range of materials.</p> <p>Create simple shapes from paper and card.</p> <p>Planning the sculpture and ideas about materials and tools to use.</p> <p>Create papier-mache and use it to model 3D shapes.</p> <p>Working on a range of scales and sizes.</p> <p>Talk about materials, how they have been worked and the final results.</p> <p>To improve their mastery of sculpture with a range of materials.</p> <p>Look at the work of a range of artist/ craft makers and designers. Describe the differences and similarities between different practises and disciplines and make links to their own work.</p>					
	Printing/ textiles/ collage					
DT December/March Design		Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose,		Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose,		

		<p>aimed at particular individuals or groups.</p> <p><i>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</i></p>		<p>aimed at particular individuals or groups.</p> <p><i>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</i></p>		
Make		<p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>		<p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>		
Evaluate		<p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>		<p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>		

		Understand how key events and individuals in design and technology have helped shape the world.		Understand how key events and individuals in design and technology have helped shape the world.		
Technical Knowledge		Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]		Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]		
Cooking and Nutrition						
PE	Master different movements – running, throwing, catching, as well as agility, balance and co-ordination. Apply these across a range of activities. Team games, attacking and defending. Perform dances using simple patterns.					
Music	Use voices expressively – chants and rhymes. Play tuned and untuned instruments musically. Listen to and concentrate with recorded and live music. Experiment with and explore a range of inter related dimensions music.					

<p>PSHE</p>	<p>• Relationship</p> <p>To work as a team towards one goal.</p> <ul style="list-style-type: none"> • To recognise a wide variety of feelings in others. • To be able to recognise a positive/healthy relationship. • To be able to identify an unhealthy relationship and who to talk to for support. • To know what physical contact is acceptable. • To know what actions affect us. • To identify different ways to solve problems. 	<p>• Health and Wellbeing</p> <p>To know how people can keep us safe.</p> <ul style="list-style-type: none"> • To differentiate between the words 'risk, danger and hazard.' • To know and follow simple routines that reduce the spread of diseases. • To understand why school has emergency procedures. • To identify own strengths. <ul style="list-style-type: none"> • To identify what responsibility comes with growing older. • To identify risks that make us feel in danger. 	<p>• Health and Wellbeing</p> <p>To know what gives us a positive mental and emotional health.</p> <ul style="list-style-type: none"> • To be able to identify how to keep a balanced diet. • To deepen understanding of good and not good feelings including a wide range of vocabulary. • To know how drugs and alcohol affects our lifestyle. • To understand the importance of protecting personal information and how. <ul style="list-style-type: none"> • To know what strategies to use to keep us physically safe. • To identify our own strengths and areas for improvement. 	<p>• Relationship</p> <p>To know when it is ok to keep a secret.</p> <ul style="list-style-type: none"> • To listen carefully and respond to a wide variety of people. • To recognize similarities and differences in peoples cultures. • To know how bullying can affect others. • To know how to respond to dares appropriately. • To discuss why people might have stereotypes. 	<p>• Living in the Wider World</p> <p>To research and discuss topical issues concerning health and wellbeing.</p> <ul style="list-style-type: none"> • To know how rules and laws protect us. <ul style="list-style-type: none"> • To solve differences by respecting others point of view • To know the varied institutions that support communities locally. <ul style="list-style-type: none"> • To solve differences with others points if view. 	<p>• Living in the Wider World</p> <p>To know the role of money in ours and others lives and about being a critical consumer.</p> <ul style="list-style-type: none"> • To understand enterprise. <ul style="list-style-type: none"> • To know the role money plays in ours and others lives. • To know the different responsibilities at school. <ul style="list-style-type: none"> • To identify what communities we belong to. • To know about the lives of people in other places. <ul style="list-style-type: none"> • To understand how the media present information.
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