**Year Group: 4**

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| **ICT**  **Children will improve their research skills looking at all the elements of searching the web with care and consideration to online safety. *Understand why a strong password is important; Consider how posting selfies or other images will lead others to make assumptions about them; Define what a community is, both in person and online; Understand that it's important to think about the words we use; Decide what kinds of statements are OK to say online and which are not***  ***Skills***  ***Children will describe how our behavior affects ourselves and others****;* ***Practice creating a memorable and strong password;******Identify ways they can post online to best reflect who they are****;****Create and pledge to adhere to shared norms for being in an online community****;* ***Identify ways to respond to mean words online****;* ***Recognise that photos and videos can be altered digitally*** | **Geography**  **As geographers we will use Google maps to locate exercise venues across North Tyneside. Children will name and locate countries and cities in the UK.**  **Vocabulary - google maps, North Tyneside, cities, United Kingdom**  **Skills**  **Children will 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** | **Art and Design**  **As budding artists we will develop our sketching and drawing skills with a focus on cartoon characters in the style of Keith Haring. We will improve our work by adding movement lines and learn to evaluate each other’s work. We will also build a moving skeleton.**  **Skills**  **Vocabulary -Keith Haring, skeleton,** |
| **Music**  **As musicians we will be learning to sing, play, improvise and compose with the well known song Mamma Mia. Children will listen and appraise other ABBA classics.**  **Skills**  **Children will understand musical dimensions, textures, dynamics, tempo, rhythm and pitch.**  **Vocabulary**  **textures, dynamics, tempo, rhythm and pitch.** | **Topic:**  **FIT FOR LIFE**  **Question driver:**  **How can we persuade**  **our families to lead a healthy lifestyle?**  **Project\ purpose:**  **Healthy leaflet for parents** | **PE**  **As sports people we want to know how to improve our physical fitness through a variety of fitness sports/workshops/circuits. We want to remember the benefits of warming up and cooling down and the positive effects of exercise on our bodies.**  **Knowledge**  **Children will take part in fitness circuits, they are a fun and interactive way for kids to be physically active. Fitness courses consist of setting up several stations with different activities for students to rotate through in short periods of time**  **Skills**  **Children will -**   * **Improvements in cardiovascular fitness.** * **Improvements in muscular strength.** * **Improvements in muscular endurance.** * **Increased social interaction during a workout.** * **Increased adherence to exercise.**   **Vocabulary - heart rate, warm up, cool down, circuit, exercise, fitness** |
| **PSHCE**  **As citizens of our community and the wider world we want to know their place in the school community, know what democracy is (having a voice in school). Know how having a voice benefits the school. Can help make friends make positive choices.Can regulate emotions**  **Skills**  **Children will explain why being listened**  **to and listening to others**  **is important in my school**  **Community. Explain why being**  **democratic is important and can**  **help me and others feel valued.**  **Vocabulary**  **community, team, class, school, friendships, views, opinions, choices, rules** | **RE**  **As citizens of our community and the wider world children will know who Muhammad and why the Ka’bah is improtant to muslims. Talking to Allah and the Five pillars of Islam.**  **Skills**  **Who is Allah? And how and why MUslims pray, Understanding what the pillars are and what do they mean to Muslims**  **Vocabulary**  **Muhammad, Ka’bah, Islam, Muslims, Salah, Prayer, Faith, Fasting, Pilgrimage** | **Literacy**  **As citizens of our community and the wider world we want to know and remember skills in poetry and nonfiction reports based on topic work and learn how to write persuasively in leaflets and adverts. We will focus on texts such as The Iron Man and Incredible sports/**  **Skills**  **We will learn how to put words together to form meaning and context. We learn how to choose the right words to create imagery and effect. When we break poems down into their parts, we learn a lot about how writing comes together. We learn how to follow a pattern and put words in a particular order.**  **Children will learn to write catchy slogans, think about rhetorical questions,use of powerful adjectives, use of effective layout for adverts/leaflets**  **Vocabulary leaflets, adverts, rhetorical questions, slogans** |
| **Maths**  **As citizens of our community and the wider world we learn about mental skills in addition, subtraction, multiplication and division. We will use our place value knowledge and remember all four number operations and apply these in our problem solving skills.**  **Skills**  **Children will learn that the position of the digit in a number tells us the value of the digit, up to numbers with four-digits. Children will be expected to know how many thousands, hundreds, tens, and ones there are in any four-digit number. Children will use lots of methods to multiply numbers, using their understanding of: Doubling and halving. For example, if we know 2 × 6 = 12, then we also know 4 × 6 = 24, 8 × 6 = 48, and so on.**  **Vocabulary place value, position, digit, thousands, hundreds, tens, ones** | **Science**  **As citizens of our community and the wider world we want to explore the human body and the role of the skeleton and muscles. We will investigate ways in which we can maintain a healthy lifestyle.**  **Knowledge**  **Skills**  **Children will identify that humans and some other animals have skeletons and muscles for support, protection and movement. To describe the simple functions of the basic parts of the digestive system in humans.**  **Draw and discuss their ideas about the digestive system and compare them with models or images.**  **Vocabulary - health, fitness, muscles, skeleton** | **MFL- French**  **In French lessons we will revise greetings and numbers to 40. The children will learn the names of the animals (common pets) ‘Les animaux’**  **Skills**  **Children will learn to speak and spell the names of the animals ‘Les animaux’ Combine numbers and pets.**  **Key question - As tu un animal? Qu’est-ce que c’est?**  **Vocabulary - un chat, un chien, un lapin, une tortue, un cheval, une souris, un rat, un poisson, un serpent, numbers 1-40** |
| **We will involve our families in our learning by daily seesaw pictures/interaction, weekly homework tasks, written evidence in reading records, conversations in person/phone call** | | |
| **The strategies to support our most vulnerable learners are** | | |