



## Y3/Y4 CYCLE A Cross Curricular Yearly Plan

### Year 3/Year 4 CYCLE A

**Writing genres to be included across all aspects of work:** Character and Setting descriptions; Narratives; Non-Chronological Reports; Diaries; Persuasive Speeches; Persuasive Adverts; Alternative Endings; Play Scripts; Biographies; Poetry; Recounts; Instructions. **Texts studied:** Street Child; Krindlekrax; Fantastic Mr Fox; Ug; Wolves; The Stolen Spear; Gregory Cool; Tales of the Caribbean; Madtail, Miniwhale and other shape poems; The Sun is Laughing; Firebird; The Iron Man; The Wild Robot.

| Topic Headings                                | Science | Computing                                                                                                                                                                                                                                                                                                                                                               | History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            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| Autumn 1<br><br>Our Local Area<br><br>H /G AF |         | <p>Online Safety<br/><b>Safe Gaming Profiles (BBC Own It)</b></p> <p>Understand risks when creating gaming profiles.</p> <p>Computer Networks and Digital Literacy<br/><b>The Internet</b></p> <p>Recognise the internet as a network of networks including the WWW, Understand why online content should be evaluated.</p> <p>- Various websites<br/>- Chromebooks</p> | <p>A study of an aspect of history of a site dating from a period beyond 1066 that is significant to the locality – The School and Roehampton in the Victorian period.</p> <p>Use a range of sources to identify how schools have changed since Roehampton Church School was built in 1828 &amp; 1835 – different buildings (Victorian period 1837-1901).</p> <p>Suggest why changes occurred.</p> <p>Ask questions about life for a child living in Roehampton in the Victorian Period (1837-1901). Describe how life for a child has changed. Use a range of sources to identify how Roehampton has changed since the Victorian period and suggest reasons why.</p> | <p>A study of the human and physical geography of the local area – Roehampton.</p> <p>Begin to ask and initiate geographical questions and the places studied.</p> <p>Make a map of a short route experienced with features in the correct order.</p> <p>Make a simple scale drawing using squared paper (a shape or a simple tree made from shapes).</p> <p>Know why a key in maps is needed.</p> <p>Use standard symbols in a key.</p> <p>Begin to draw a sketch map from a high view point.</p> <p>Identify features on an aerial photograph.</p> <p>Use larger scale maps, atlases, globes and digital/computer mapping to locate places: London, Roehampton.</p> <p>Begin to identify points on a map.</p> <p>Use 4 compass points to follow and give directions.</p> <p>Use letter/number co-ordinates to locate features on a map.</p> <p>Begin to collect and record evidence (rainfall in Roehampton).</p> <p>Use non-fiction books, stories, atlases, pictures/photos and internet as sources of information.</p> | <p>What is the story?<br/><b>God</b></p> <p>Suggest why different parts of the Bible might be important to Christians,</p> <p>Making links from with their learning to explain their reasons.</p> <p>Make links between the ‘Big Story’ and some things that Christians believe.</p> <p>Describe how people show their ideas about God (theology) or the Bible using their creativity.</p> <p>Consider why the Easter or Christmas accounts, or stories about Jesus, might be considered most important to Christians.</p> <p>Make links between words from the Bible and how different Christians choose to live (as individuals and as</p> | <p>Use scrap books to record observations and use them to review and revisit ideas.</p> <p>Look at different buildings from around the world and discuss how they all started with an idea and sketches from different designers and architects. Learn about Stephen Wiltshire and how his passion for drawing buildings was his form of communicating with the community due to his disability.</p> <p>Learn about Howell Killick Partridge and Amis (HKPA) Architects and designers for The Roehampton estate post war. Look at the architects drawing of Albrook House (in the local area). Use photographs of other buildings in the area and create a line drawing in the style of an architect.</p> <p>Produce line drawings of local area buildings using line techniques (no shading).</p> <p>Talk about Norma Merrick Sklarek who was the first African American Woman to pass her licence exam to become an architect. Know she was known as ‘The Rosa Parks of Architecture’ and why.</p> |      | <p><b>Wandsworth Music Recorder Unit 1 + 2</b></p> <p>Know how to hold my recorder properly.</p> <p>Learn to read and play the notes G, A and B.</p> <p>Learn several 3-note tunes.</p> <p>Produce a smooth, clear tone.</p> | <p><b>Multiskills</b> (PE Specialist)</p> <p>Demonstrate spatial awareness.</p> <p>Demonstrate ball familiarisation and bouncing skills.</p> <p>Travel with a ball.</p> <p>Demonstrate sending skills.</p> <p>Demonstrate receiving skills.</p> <p>Throw and catch.</p> <p><b>Circuit training</b> (Teacher)</p> <p>To travel in a variety of ways.</p> <p>Change the direction, level or speed of travel. Use a range of ball control skills.</p> <p>Control movements using balance and coordination. To use a range of movement skills in a circuit of activities. To adapt and improve performance in a circuit of activities.</p> | <p><b>PSHE:</b> Rules</p> <p>Understand my rights and responsibilities in the school.</p> <p>Understand what other rules are needed within the school.</p> <p><b>RE:</b> Bullying</p> <p>Explain what bullying is (including on-line bullying).</p> <p><b>HE/PH&amp;MW:</b> Mental Wellbeing</p> <p>Identify a the range <b>and scale</b> of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Recognise and talk about emotions and judge if the feelings experienced are appropriate and proportionate.</p> <p><i>Understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.</i></p> | <p><b>FRENCH Phonics 1 &amp; 2 I Am Learning French</b></p> <p>Introduced to the Francophone world and French as a subject on their curriculum.</p> <p>Use key greetings, as well as ask and answer the question ‘how are you?’.</p> <p>Consolidate all vocabulary taught.</p> <p>Ask and answer the question ‘what is your name?’</p> <p>Recognise, recall and spell numbers 1-10.</p> <p>Recognise, recall and spell 10 different colours.</p> <p>Revise and consolidate all language covered in the unit and complete the end of unit assessment.</p> |

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|  |  |  |  |  | <p>part of a community).<br/>Make links between their ideas and other people's e.g. about stories, texts, beliefs or behaviour, thinking about where ideas come from (theirs and others').</p> <p>Reflect on and creatively respond (using a choice of media) to the 'Big Story' of the Bible, explaining their thinking.</p> |  |  |  |  | <p>How to recognise feelings and use varied vocabulary <i>to talk</i> about their own and others' feelings. Identify self-care techniques to help deal with anger and anxiety. Know where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p> |  |
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| Topic Headings                          | Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      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| Autumn 2<br><br>Animals<br><br>Sc/DT AF | <p>Animals, including humans<br/>Identify that animals, including humans, need the right types and amount of nutrition.<br/><b>Gather, record and present findings in a bar chart.</b><br/><b>Use results to draw simple conclusions, suggest improvements and raise further questions.</b><br/>Identify the five food groups and the proportions of each needed to create a healthy, balanced diet.<br/><b>Identify and classify the five food groups when creating a balanced meal.</b><br/>Investigate which foods different animals eat.<br/><b>Classify and present information in a variety of ways to help in answering questions.</b><br/>Identify that humans and some other animals have skeletons by investigating skeleton types.<br/><b>Classify animals as vertebrates and invertebrates.</b><br/>Find out how the skeleton supports and protects the body and investigate how some invertebrates are supported.<br/><b>Report on findings from oral or written explanations, displays or presentations of results and conclusions. I can use relevant scientific language when doing so.</b><br/>Say how muscles work in pairs to allow movement and maintain posture.<br/><b>Gather, record, classify and present data in a scatter grap to help in answering questions.</b><br/><b>Use straightforward scientific evidence to answer questions or to support my findings-pattern seeking enquiry.</b></p> | <p>Online Safety<br/><b>What is Online Reputation? (BBC Own It)</b></p> <p>Know that information online affects reputation.</p> <p>Computer Science and Digital Literacy<br/><b>Repetition in shapes</b></p> <p>Create programs by planning, modifying, and testing commands to create shapes and patterns.<br/>Use Logo, a text-based programming language.</p> <p>- iPads or Chromebooks<br/>- Turtle Academy</p> |         |           | <p>What is the most important message of Christmas?<br/><b>Incarnation</b></p> <p>Explain what Christians believe about Jesus as the Prince of Peace.<br/>Explain how peace is shown in the Bible and Christian life.<br/>Reflect thoughtfully on how they can bring peace.</p> |              | <p>Look at a range of different types of puppets and analyse them against how well they have been made, materials used, whether they work, how they have been made, are they fit for purpose. Begin to understand by whom, when and where products were designed.<br/>Learn about some puppet designers and their particular preference for style of puppets and why. Discuss types of puppets that could be made to best suit characters in Krindlekrax/ Fantastic Mr. Fox.<br/>Design own glove puppet against set design criteria.<br/>Create a plan which shows labelled sketch, order, equipment needed and tools required. Describe the purpose of the product.<br/>Understand that a 3D textile structure can be made from 2 identical fabric shapes. Explain how product will work. Make puppets by choosing appropriate tools, equipment and materials. Work through plan in order. Use a needle and thread for a running stitch to join fabric together to create a glove puppet.</p> | <p>Christmas production</p> <p><b>Wandsworth Music Christmas music</b></p> <p>Expand the known range of notes to include C and high D.<br/>Prepare a recorder piece with two parts playing a simple drone accompaniment.<br/>Begin to identify how to improve. Play with increasing awareness of pulse and rhythm.</p> | <p><b>Netball</b> (PE Specialist)<br/>Pass a ball over a short distance with control, pace and accuracy. Pivot with control and balance within the rules of the game. Shoot with accuracy and by using the correct technique. Improve agility, balance, coordination and speed of feet. Pass a ball to people on my team and ensure my footwork is used within the laws of the game.<br/>Accurately pass the ball and then run towards a target whilst dodging obstacles and find space to run into.</p> <p><b>Gym – Movement</b> (Teacher)<br/>Perform a range of jumps accurately. Perform a forward roll from standing and a tucked backward roll. Perform a squat onto a bench/vault. Perform lunge into handstand and a cartwheel. Link movements together by performing a chassis step, straight jump half turn and cat leap. Create and perform a gymnastics sequence with a partner.</p> | <p><b>RE:</b> Respectful relationships; Understand the meaning of being tolerant and respectful. <b>That they can expect to be treated with respect by others.</b><br/>Know the importance of respecting others even when they are very different or make different choices or have different preferences or beliefs. Identify practical steps <b>and skills</b> they can take in a range of different contexts to improve or support respectful relationships. Understand how someone being intolerant towards you might make you feel relationships. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.<br/><b>How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the</b></p> |           |

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|  |  |  |  |  |  |  |  |  |  | <p><b>difference between being kind to other people and neglecting your own needs.</b></p> <p>Know what a stereotype is and how stereotypes can be unfair, negative, destructive or lead to bullying and <b>how to challenge a streyotype.</b></p> <p>Know the importance of self-respect and how it links to their own happiness.</p> <p>Know that in school and in wider society they can expect to be treated with respect by others and in turn they should show others respect.</p> <p>Know that it is common courtesy to show respect to those in positions of authority. Show that they understand the term tolerance and respect. Know the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>The importance of <b>setting and respecting healthy boundaries</b> in relationships with friends, family, peers and adults.</p> |  |
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| Spring 1<br><br>Rocks and the Stone Age<br><br>A/H AF | Rocks<br>Identify rocks and begin to recognise and compare their appearance and physical properties.<br><i>Ask relevant questions.</i><br><i>Make systematic and careful observations.</i><br>Compare the physical properties of rocks by testing them.<br><i>Set up a simple comparative enquiry and ensure that it is a fair test.</i><br><i>Use results to draw simple conclusions.</i><br>Describe in simple terms how fossils are formed.<br>Recognise that soils are made from rocks and organic matter.<br><i>Make careful observations using simple equipment.</i><br>Carry out tests to show differences in soils.<br><i>Record my findings using drawings/labelled diagrams.</i><br>Predict which soil is best for growing.<br><i>Use results to draw simple conclusions.</i> | Online Safety<br><b>Does being anonymous make it easier to be mean? (BBC Own It)</b><br><br>Understand how anonymity affects behaviour online.<br><br>Computer Science and Digital Literacy<br><b>Repetition in games</b><br><br>Discover similarities between Logo and Scratch.<br>Look at the difference between count-controlled and infinite loops.<br>Use knowledge to modify existing animations and games using repetition.<br><br>- iPads or Chromebooks<br>- Scratch | Changes in Britain from the Stone Age to the Iron Age<br>Understand British history is divided up into periods with different characteristics and place the Stone Age and Iron Age on a time line.<br>Understand that Stone Age people led a hunter-gatherer lifestyle and that Iron Age people began to settle and farm.<br>Describe the changes in life style from Stone Age to Iron Age.<br>Understand that Stone Age people have left artefacts behind (stone circles and stone tools).<br>Understand that Iron Age people used metal technology to make tools.<br>Compare tools in the Stone Age and Iron Age and say what they are used for and how they are different.<br><i>Possible trip: Chertsey Museum – Stone Age OR Prehistoric Workshop OR Bronze and Iron Age OR Iron Age Hill Fort at St Ann's Hill (or they come to the school)</i><br><br>The British Museum – Ancient Britain – Life in Prehistoric Britain<br><br>Museum of London – Hands on Prehistory |           | <b>What does it mean to be a Hindu in Britain today?</b><br><br>Explain some key beliefs / concepts in Hindu (Sanatana) Dharma using correct vocabulary, describe how these beliefs / concepts are expressed through objects, symbols, worship, practices, festivals.<br>Describe how Hindus show their faith within their families in Britain today (e.g. home puja;).<br>Why and how do Hindus celebrate Diwali.<br>Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali;).<br>Make links between Hindu practices and the idea that Hindu Dharma is a whole 'way of life' (dharma). | Look at the cave paintings from Lascaux cave in France, Maugura cave in Bulgaria and Altamira caves in Spain.<br>Use and experiment with tea staining and the use of charcoal and chalk.<br>Use charcoal and chalk effectively to create own design.<br>Recreate own cave paintings using tea staining, charcoal and chalk. | Explore how Levers can help lift rocks. Know what levers are. Make a simple lever and demonstrate how the Stone Age people might have used them to move rocks.<br><br><a href="https://www.youtube.com/watch?v=IueqE0lxLYc">https://www.youtube.com/watch?v=IueqE0lxLYc</a> | <b>Wandsworth Music Developing rhythm - Semi-quavers</b><br><br>Perform rhythms that are longer than 2 bars using crotchets, quavers, minims and their rests<br>Keep a steady pulse in a group and solo;<br>demonstrate 2/4, 3/4 and 4/4 using at least 3 different tempos.<br>Play pieces which consolidate the known range of notes: GABCD | <b>Football</b><br>(PE Specialist)<br>Keep control of the ball while travelling. Pass and receive the ball accurately. Tackle and keep possession of the ball. Shoot at a target. Play as part of a team.<br><br><b>Swimming</b><br>(Teacher)<br><i>Back up unit Gym - Shape</i> | <b>HE/PH&amp;MW:</b><br>Physical health and fitness<br>Understand the <i>importance of promoting general wellbeing and physical health.</i> Know the characteristics and mental and physical benefits of an active lifestyle.<br>Understand the benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.<br>Know importance of building regular <i>physical</i> activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, <i>moderate and/or</i> vigorous <i>physical activity</i> .<br>Know the risks associated with an inactive lifestyle, <i>including obesity</i> .<br>How and when to seek support including which adults to speak to in school if they are worried about their health.<br><b>HE/PH&amp;MW:</b><br>Healthy eating<br><i>Understanding the importance of a healthy relationship with food.</i><br>Understand the effects on our bodies of an unbalanced/poor diet | <b>FRENCH Animals</b><br>Recognise, recall and spell five different animals with their indefinite article/determiner.<br>Recognise, recall and spell a further five different animals with their indefinite article/determiner.<br>Consolidate the pronunciation and spelling of all ten animals.<br>Consolidate all ten animals with a particular focus on the indefinite article/determiner.<br>Use the irregular verb 'to be' in the first person singular, with the aim of being able to form a short sentence with the animal nouns.<br>Revise and consolidate all language covered in the unit and complete the end of unit assessment. |

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|  |  |  |  |  |  |  |  |  |  | <p>and the risks that come with it. Know what constitutes a healthy diet (including understanding calories and other nutritional content). Know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p> <p><b>RE:</b> Bullying<br/>Understand the different types of bullying (including <i>online</i> bullying) and the impact of bullying.</p> |  |
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| <p>Spring 2</p> <p>The Caribbean</p> <p>Sc/G AF</p> | <p>Plants Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> | <p>Online Safety<br/><b>Group decision making online (Childnet Group Chat)</b></p> <p>Explore working with others online. IT: Data and Digital Literacy<br/><b>First lessons with MakeCode and the micro:bit</b></p> <p>Develop use of some core computing concepts by coding and making practical projects including step counters, nightlights, and games.</p> <p>- Chromebook<br/>- MicroBit<br/>- MakeCode</p> |         | <p>A study of a region within South America – Trinidad and Tobago. Locate on the world map Trinidad and Tobago and the wider Caribbean. Understand the physical geography (volcanoes, earthquakes, natural resources, trade links, rivers, climate) and human geography in terms of its population of Trinidad and Tobago and make simple comparisons to the UK. Begin to ask and initiate geographical questions and the places studied. Use larger scale maps, atlases, globes and digital/computer mapping to locate places: Trinidad and Tobago. Begin to identify points on a map. Use 4 compass points to follow and give directions. Use letter/number co-ordinates to locate features on a map. Begin to match boundaries (find same boundary of a country on a different scale map.) Analyse evidence and begin to draw conclusions between 2 locations. Use non-fiction books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>Possible trip: The Natural History Museum – Emergency, Earthquakes and Volcanoes show</p> | <p>What kind of world does God want?<br/><b>Creation</b><br/>Identify texts that come from a Gospel which tells the story of the life and the teaching of Jesus. Make clear connections between Gospel texts, Jesus' good news and how Christians live in the Christian community and in their individual lives. Articulate their own responses to the issues studied recognising different points of view.</p> <p><b>How is each person vital to the Easter narrative? Salvation.</b><br/>Recognise that incarnation and salvation are a big story of the bible. Retell the stories of Holy Week and Easter and recognise a link with the idea of salvation (Jesus rescuing people). Understand what is important to the key characters in the Gospel accounts. Reflect on the role of each character and the part they play together. Think, talk and ask questions about whether the story of Easter only has something to say to Christians or to the wider community about hope and life.</p> |              | <p>Cooking and Nutrition:<br/>Make some simple Caribbean foods eg tropical smoothies, rice dishes. Carefully select food ingredients that would work together to make the smoothies and rice dishes. Use equipment safely (blender) to make smoothies. Understand making food look attractive is important and why. Discuss ways to make smoothies and rice dishes look attractive by adding a whole fruit or garnishing. Think about how to grow plants to use in cooking particularly ones that can be used for garnish eg mint, parsley. Begin to understand food comes from the UK and the wider world. Grow in confidence using the following techniques: peeling, chopping, slicing, grating. Identify typical products grown in the Caribbean. Look at a farming calendar for fruits and vegetables in the Caribbean and discuss the different fruits that grow there and why.</p> | <p><b>Wandsworth Music Vocal project</b></p> <p>Learn 2 selected songs from the WM vocal project. Known instruments will be incorporated where relevant. (Project and material changes annually).</p> | <p><b>Rugby</b> (PE Specialist)<br/>Evade and tag opponents. Evade opponents while keeping control of the rugby ball. Pass the ball accurately and receive the ball safely. Pass the ball accurately and receive the ball safely while on the move. Pass the ball accurately and receive the ball safely in a game situation. Apply learned skills in a game of tag rugby.</p> <p><b>Swimming</b> (Teacher)<br/><b>Back up unit</b><br/><b>Dance – Extreme Earth</b></p> | <p><b>RSE:</b> Human Life Cycle<br/>Know where babies come from. Know babies grow in the womb and how they get their food. Know where babies come from (watching DVD)</p> <p><b>PSHE:</b> Financial Education – Consider saving, spending and budgeting in known contexts. To understand that individuals and families may need or choose to spend their money in different ways. Know about different ways to gain money including earning it through work. Be aware of other people's lifestyles and beliefs. Know how money can make things different for other people here and in other countries.</p> | <p><b>FRENCH I Am able</b><br/>Recognise, recall and spell five different verbs. Consolidate the five verbs from the last lesson. Recognise, recall and spell a further five verbs. Consolidate all knowledge from the last two lessons. Use the verb 'je peux' (I am able) with the ten infinitive verbs to start to form sentences in French. Consolidate all knowledge from the last three lessons. Use the negative structure so they are able to say what they can do as well as what they cannot do. Say the conjunctions 'and' and 'but' so that they are able to form more interesting and complex sentences about what activities they can and cannot do. Revise and consolidate all language covered in the unit and complete the end of unit assessment.</p> |

| Topic Headings                                            | Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    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                                                     | Art & Design                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | D.T. | Music                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | PE                                                                                                                                                                                                                                                                                                                                                 | RE/RSE/HE/PHMW/PSHE                                                                           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| <p>Summer 1</p> <p>Let there be Light!</p> <p>Sc/A AF</p> | <p>Light</p> <p>Explain that I need light to see things, and that dark is the absence of light.</p> <p><b>I can classify sources of light. I can ask relevant questions about our topic.</b></p> <p>Investigate which surfaces reflect light.</p> <p><b>Use results to draw conclusions. Report on findings from enquiries.</b></p> <p>Use a mirror to reflect light and explain how mirrors work.</p> <p>Understand that light from the sun can be Investigate why shadows are formed and if all objects create shadows.</p> <p><b>Use results to draw simple conclusions. Make predictions for new values and predict if other objects will create shadows.</b></p> <p>Find patterns when investigating how shadows change size.</p> <p><b>Make systematic and careful observations and take accurate measurements using standard units. I can identify changes in shadows.</b></p> <p>Investigate how the size of shadows change throughout the day.</p> <p><b>Record findings by taking accurate measurements using standard units. Present data in a variety of ways using tables and bar charts.</b></p> <p>Possible visitors: Sphere Science – Light (workshops that come to school)</p> | <p>Online Safety</p> <p><b>Having a positive impact (BBC Own It)</b></p> <p>Understand how actions affect others online.</p> <p>IT: Creativity and Digital Literacy</p> <p><b>Portrait photography and Pop Art</b></p> <p>Use the camera app to take good portraits and edit photos, and create digital art using the markup features and Apple Pencil.</p> <p>- iPad</p> <p>- Camera</p> <p>- Photo app</p> <p>- iPencil</p> |         |           | <p>Why should Hindus live a good life?</p> <p>Explain the concept of Brahman and how it affects Hindu beliefs and practices.</p> <p>Describe all four Purusharthas and give examples of how they guide living a good life.</p> <p>Retell the story of Rama and Sita and make connections to dharma and moral choices.</p> <p>Explain the idea of karma and how living a good life helps move towards moksha.</p> | <p>Learn about Louis Comfort Tiffany and his design of Tiffany lamps.</p> <p>Understand Tiffany lamps use a copper foil technique instead of lead which is used in stained glass windows.</p> <p>Understanding practices and techniques used.</p> <p>Create and paint a stained-glass hanging decoration, picture or glass night light holder to experience painting glass.</p> <p>Create a Tiffany style 2D lamp shade on transparent acetate using rolled tin foil to recreate the copper foil technique.</p> <p>Learn about Dale Chihuly and his blown glass designs.</p> <p>Understand the practices and techniques needed for blown glass.</p> <p>Compare ideas, methods and approaches of Tiffany and Chihuly designs and say what they like and dislike and why.</p> <p>Learn how to create ‘tone’ with pencil using light and shade. Practice using tone and shade with pencil.</p> <p>Select an object to draw with pencil that shows tone, light and shade eg; glass pot or vase – observational drawing.</p> |      | <p><b>Wandsworth Music</b></p> <p><b>Songs from other cultures - Developing two part singing</b></p> <p>Learn a range of songs from other cultures singing in other languages.</p> <p>Use BSL to prompt lyrics and lycra will be used to support development of two part singing beyond simple rounds.</p> <p><u>Group A:</u> Sing using a wider vocal range taking on the main melody part mostly. Identify and describe musical features in pieces from different traditions; sing or play back simple melodies that are heard</p> | <p><b>Athletics</b> (PE Specialist)</p> <p>Practise existing running, jumping and throwing skills. Sprint effectively. Run with fluency over hurdles. Jump for distance. Develop and refine different throwing techniques. Learn different push throw techniques.</p> <p><b>Swimming</b> (Teacher)</p> <p><b>Back up unit Circuit Training</b></p> | <p><b>HE/PH&amp;MW:</b></p> <p>Healthy eating</p> <p>Identify what an unhealthy lifestyle might consist of for a child. Identify an unhealthy lunchbox from a healthy one.</p> <p><b>RE:</b> Bullying</p> <p>Know ways in which a witness could help stop bullying.</p> <p><b>Know responsibilities of bystanders. Know when and how to report to an adult and how to get help.</b></p> <p>Know how to seek help when needed, including when concerned about violence, harm, or when unsure who to trust. Know how to ask for advice or help for self or others, and to keep trying until heard. Know <b>where to get advice e.g. family, school and/or other sources.</b></p> <p><b>HE/PH&amp;MW:</b></p> <p>Physical health and fitness</p> <p>Understand that using excessive technology (gaming and tablets) can contribute to an unhealthy lifestyle both physically and mentally. Share their learning through their own composed song.</p> | <p><b>FRENCH</b></p> <p><b>In the classroom</b></p> <p>Recognise, recall and spell seven different classroom items with their indefinite articles/ determiners.</p> <p>Recognise, recall and spell a further five different classroom items with their indefinite articles/ determiners.</p> <p>Ask and answer the question: ‘what is in your pencil case?’</p> <p>Revisit possessive adjectives.</p> <p>Apply possessive adjectives to their knowledge of the twelve different classroom items learnt so far in the unit.</p> <p>Revisit negative structures in order to say what they do not have in their pencil cases.</p> <p>Revise and consolidate all language covered in the unit and complete the end of unit assessment.</p> |

| Topic Headings                         | Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       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| <p>Summer 2 Robots</p> <p>Sc/DT AF</p> | <p>Forces and Magnets<br/>Explore what forces are and notice that some forces need contact between two objects.<br/><i>Compare how different things move and group them.</i><br/>Compare how things move on different surfaces.<br/><i>Set up simple practical enquiries, comparative and fair tests.</i><br/><i>Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment.</i><br/>Know that magnets have two poles and that they can attract or repel each other.<br/><i>Make systematic and careful observations.</i><br/><i>L</i><br/>Look for patterns in the way that magnets behave in relation to each other and what might affect this (e.g., the strength of the magnet or which pole faces another).<br/>Compare and group a variety of every day materials on the basis of whether they are attracted to a magnet.<br/><i>Gather and record data to find answers to questions.</i><br/><i>Sort materials into those that are magnetic and those that are not.</i><br/>Investigate uses for magnets.<br/><i>Identify how properties make magnets useful in everyday items and suggest creative uses for different magnets.</i><br/><i>Possible trip: Science Museum – Feel the force</i><br/><i>Possible Visitors: The Science Museum Outreach Service – Feel the Force (they come to school)</i></p> | <p>Online Safety<br/><b>Avoiding scams, trolls &amp; fraud (BBC Own It) ‘Crediting others’ work (Project Evolve)</b></p> <p>Know how to protect myself from online scams and trolls.<br/>Know why we give credit to creators.</p> <p>IT: Media and Digital Literacy<br/><b>Create a news report</b></p> <p>Create a news report using green screen to create a realistic ‘Newsroom’,</p> <ul style="list-style-type: none"> <li>- Green Screen</li> <li>- iMovie</li> <li>- iPads</li> <li>- Tripod</li> <li>- Props</li> </ul> |         |           | <p><b>Words and Actions- Which is the most important?</b></p> <p>Suggest reasons why some words might be especially important to people, giving examples from their learning.<br/>Make links between words, beliefs and actions for different people.<br/>Identify the impact of words on people’s actions, individually and as a community.<br/>Investigate and connect aspects of religions and beliefs, identifying similarities and differences in the lived experiences of different people.<br/>Recognise the importance of both words and actions in building strong communities.<br/>Compare words and actions that are important to them with words /actions that are important to others.<br/>Give reasons for some of the views they have, relating to where their ideas come from.</p> |              | <p>Know structures in real life have to be strengthened, stiffened and reinforced. Identify structures in the real world that demonstrate they are strengthened and identify how. Talk about different strengthening techniques eg tabs, triangle, tubing, diagonal brace structures. Use a strengthening technique e.g. create tabs to help something stand up, triangle structures etc. Design and make a robot structure and use a strengthening technique. Show design meets a range of requirements eg must be strong, must stand up. Have at least one idea about how to create the product. Make design decisions. Work accurately to make cuts and holes. Begin to assemble, join and combine materials with some accuracy. Begin to measure, mark out, cut and shape materials with some accuracy. Select suitable tools and explain choice reasons. Talk with friend and evaluate iron man made against own design criteria and consider the views of friend. Say what could be changed to make design better. <a href="http://www.thunderboltkids.co.za/Grade4/02-matter-and-materials/chapter4.html">http://www.thunderboltkids.co.za/Grade4/02-matter-and-materials/chapter4.html</a></p> | <p><b>Wandsworth Music Songs from other cultures - Developing two part singing</b></p> <p>Learn a range of songs from other cultures singing in other languages. Use BSL to prompt lyrics and lycra will be used to support development of two part singing beyond simple rounds.<br/><i>Group A:</i> Sing using a wider vocal range taking on the main melody part mostly. Identify and describe musical features in pieces from different traditions; sing or play back simple melodies that are heard</p> | <p><b>Tennis</b> (PE Specialist)</p> <p>Hit a ball into the air and to ground from strings and frame. Hit a ball from a bounce throw. Hit a ball from a volley. Play a backhand from a bounce pass. Use a backhand and forehand to hit a target. Hit a ball from a high throw.</p> <p><b>Swimming</b> (Teacher)<br/><i>Back up unit Outdoor Adventurous Activities</i></p> | <p><b>HE/PH&amp;MW:</b><br/>Drugs, alcohol and tobacco<br/>Know what a drug is. Know that alcohol and nicotine are legal drugs. Understand that all medicines are drugs, but not all drugs are medicines.</p> <p><b>RSE:</b> Keeping my body safe<br/>Judge what kind of physical contact is acceptable/unacceptable and how to respond. Understand what “personal space” means. To realise that individuals need personal space. Know the difference between a good secret and a bad secret. Understand when it is right to share a secret.</p> <p>How to report <b><i>abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult</i></b> and the vocabulary and confidence needed to do so.</p> | <p><b>FRENCH Do you have a pet?</b><br/>Recognise, recall and spell eight common pets with their indefinite article/ determiner. Use the irregular high frequency verb ‘I have’, along with the conjunction ‘and’ in order to say which pets they have. Use the structure of ‘that is called’, to allow them to introduce their pets. Use negative structures. Say which animals they do not have as pets. Use the conjunction ‘but’ to make their sentences more complex and interesting. Revise and consolidate all language covered in the unit and complete the end of unit assessment.</p> |

