

**Art**

Sketch books

Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes?

Can they produce a montage all about themselves?

Do they use their sketch books to adapt and improve their original ideas?

Do they keep notes about the purpose of their work in their sketch books?

**RE**

Christianity

What is the Trinity and why is it important to Christians?

Hinduism

What do Hindus believe God is like?

**Music**

Year 4 Charanga unit 1 ‘Mamma Mia’

performing

Can they perform a simple part rhythmically?

Can they sing songs from memory with accurate pitch?

Can they improvise using repeated patterns?

 **Speaking French**

**Y4** Can they use short phrases to give a personal response?

Write French words as well as speak.

**Y4 Communities and Lifestyles**

Children will know something about what it means to belong and to be part of a community; know what it means for a Christian to belong to a church and to be part of a religious community; know some ways that Christians reveal that they belong to a religious community.

PSHE Self-esteem: self-worth; personal

qualities; goal setting; managing set

backs

• how to recognise personal qualities and individuality

• to develop self-worth by identifying positive things about

themselves and their achievements

• how their personal attributes, strengths, skills and interests

contribute to their self-esteem

• how to set goals for themselves

• how to manage when there are set-backs, learn from mistakes

and reframe unhelpful thinking

Geographical enquiry

Can they carry out a survey to discover features of cities and villages?

Can they find the same place on a globe and in an atlas?

Can they label the same features on an aerial photograph as on a map?

Can they plan a journey to a place in England?

Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)?

Physical Geography

Can they describe the main features of a well-known city?

Can they describe the main features of a village?

Can they describe the main physical differences between cities and villages?

Can they use appropriate symbols to represent different physical features on a map?

Can they explain how a locality has changed over time with reference to physical features?

**Year 4**

Historical enquiry

Can they research two versions of an event and say how they differ?

Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?

Can they explain how events from the past have helped shape our lives?

Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?

Do they recognise that the lives of wealthy people were very different from those of poor people?

Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?

Can they recognise that people’s way of life in the past was dictated by the work they did?

Do they appreciate that the food people ate was different because of the availability of different sources of food?

Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education?

Year 4

Living things and their habitats

Can they recognise that living things can be grouped in a variety of ways?

Can they explore and use a classification key to group, identify and name a variety of living things? (Plants, vertebrates, invertebrates)

Can they compare the classification of common plants and animals to living things found in other places? (Under the sea, prehistoric)

Do they recognise that environments can change and this can sometimes pose a danger to living things?

Electricity

Can they identify common appliances that run on electricity?

Can they construct a simple series electric circuit?

Can they identify and name the basic part in a series circuit, including cells, wires, bulbs, switches and buzzers?

Can they 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?

Can they recognise that a switch opens and closes a circuit?

Year 4

Using the Internet

Can they use a search engine to find a specific website?

Can they use note-taking skills to decide which text to copy and paste into a document?

Can they use tabbed browsing to open two or more web pages at the same time?

Can they open a link to a new window?

Can they open a document (PDF) and view it?

Presentation

Can they create a lengthy presentation that moves from slide to slide and is aimed at a specific audience?

Can they insert sound recordings into a multimedia presentation?

Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder?

Skills

Do they follow the school’s safer internet rules?

Do they recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new?

**Cross Curricular Links**

English- historical research about Seaton Delaval Hall

Maths- data collection- geographical surveys.

**Year 4 PE**

 **Acquiring and developing skills**

Can they select and use the most appropriate skills, actions or ideas? Can they move and use actions with co-ordination and control? Can they make up their own small-sided game? **Games**

Can they catch with one hand?

Can they throw and catch accurately?

Can they hit a ball accurately and with control?

Can they keep possession of the ball?

**Year 4 Topic web**

**Pink Class**

 **Celebrating our Area**

**Autumn Term**