

Autumn 2  
Winter around the  
World  
Year 4

**Design & Technology**  
MAKE

When designing and making, pupils should be taught to:  
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

**Design & Technology**  
TECHNICAL KNOWLEDGE

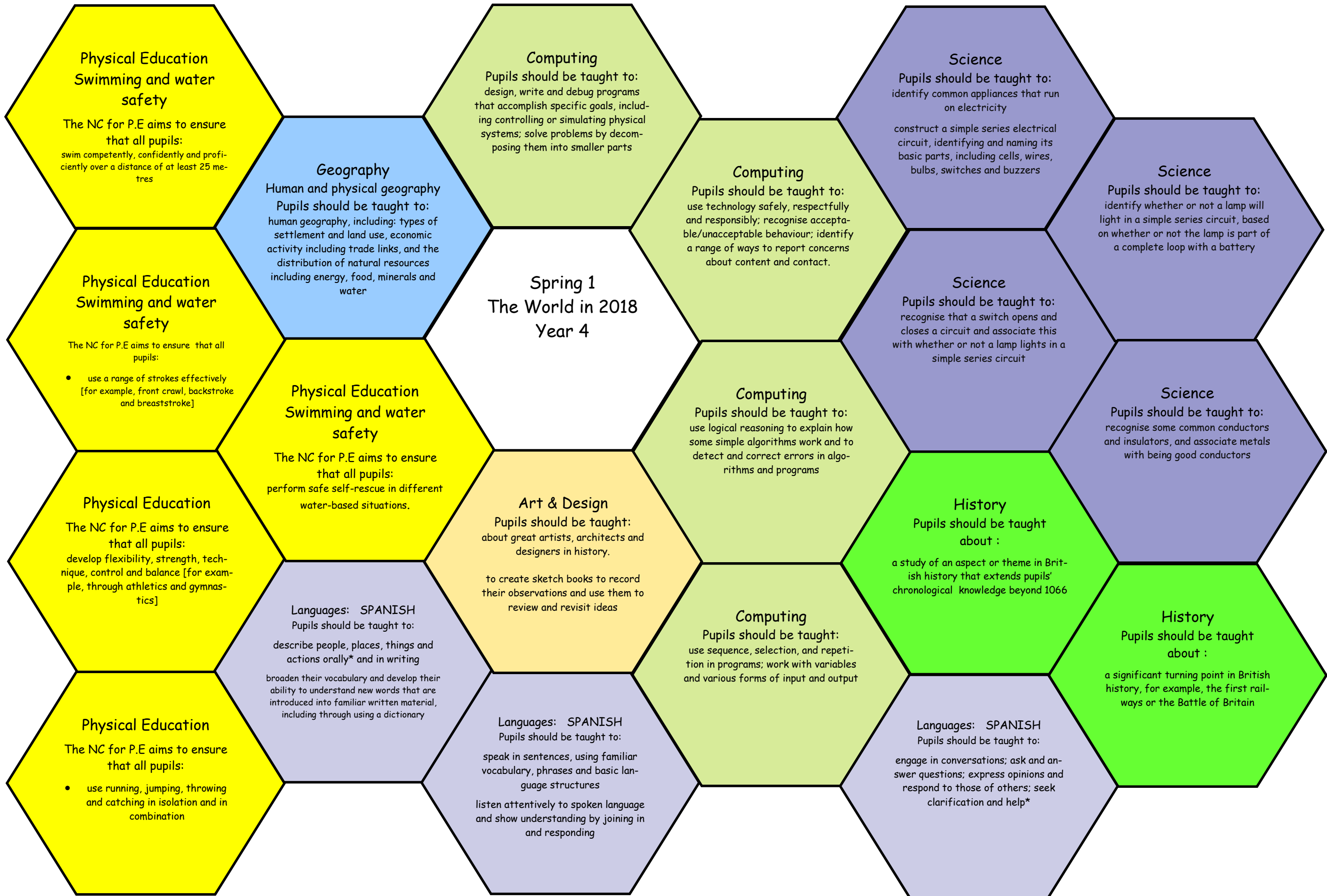
When designing and making, pupils should be taught to:  
understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

**Design & Technology**  
MAKE

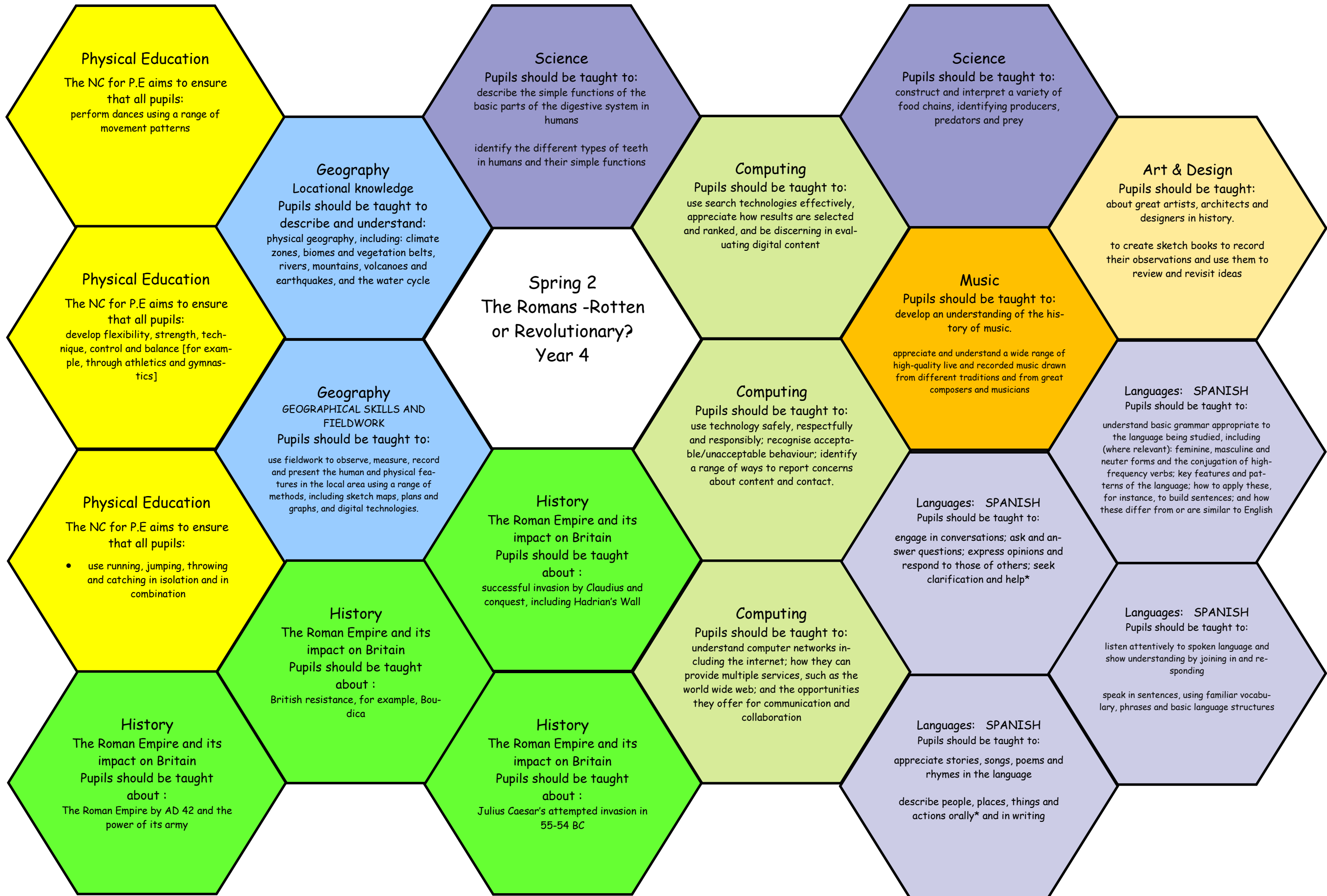
When designing and making, pupils should be taught to:  
select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

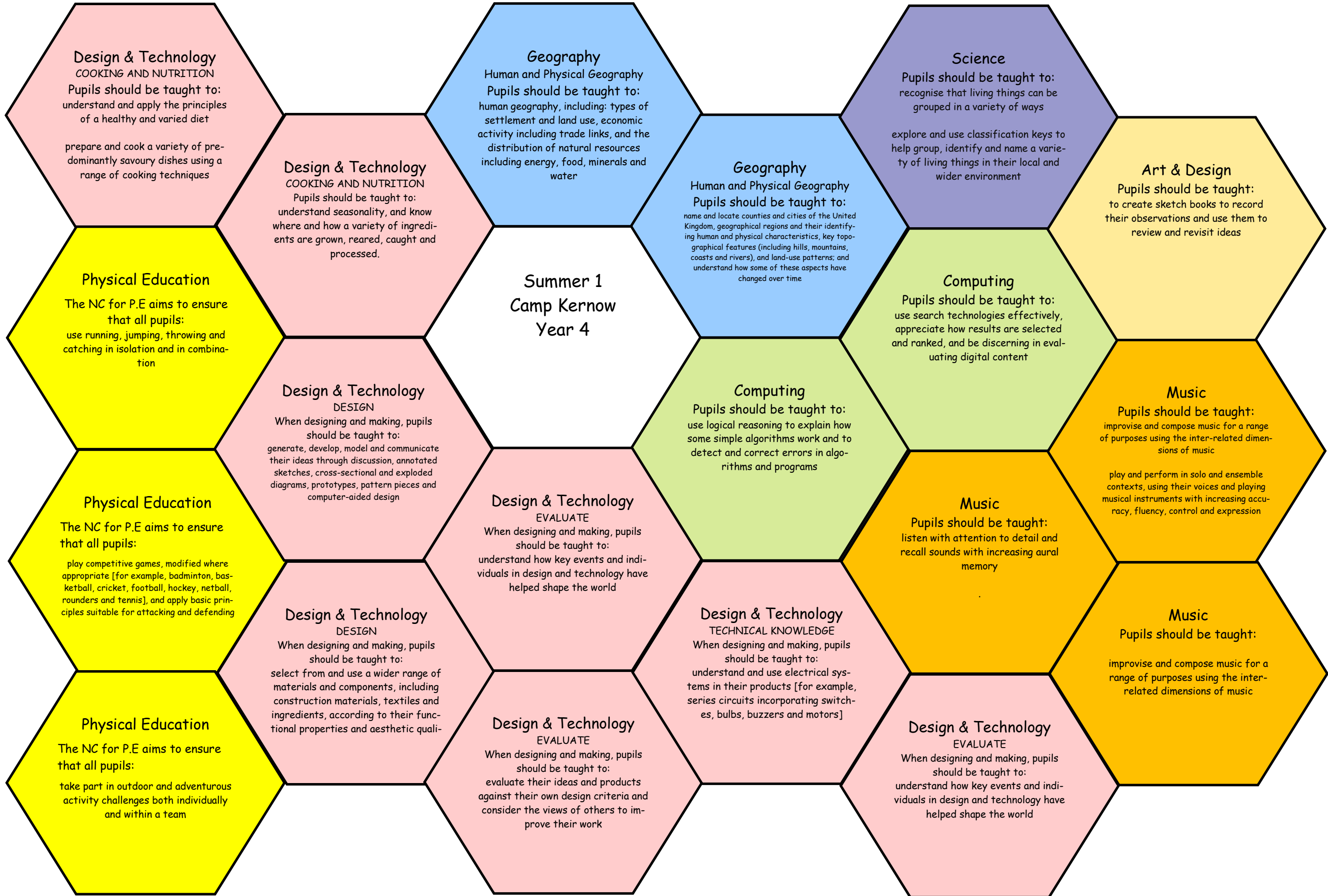
**Design & Technology**  
TECHNICAL KNOWLEDGE

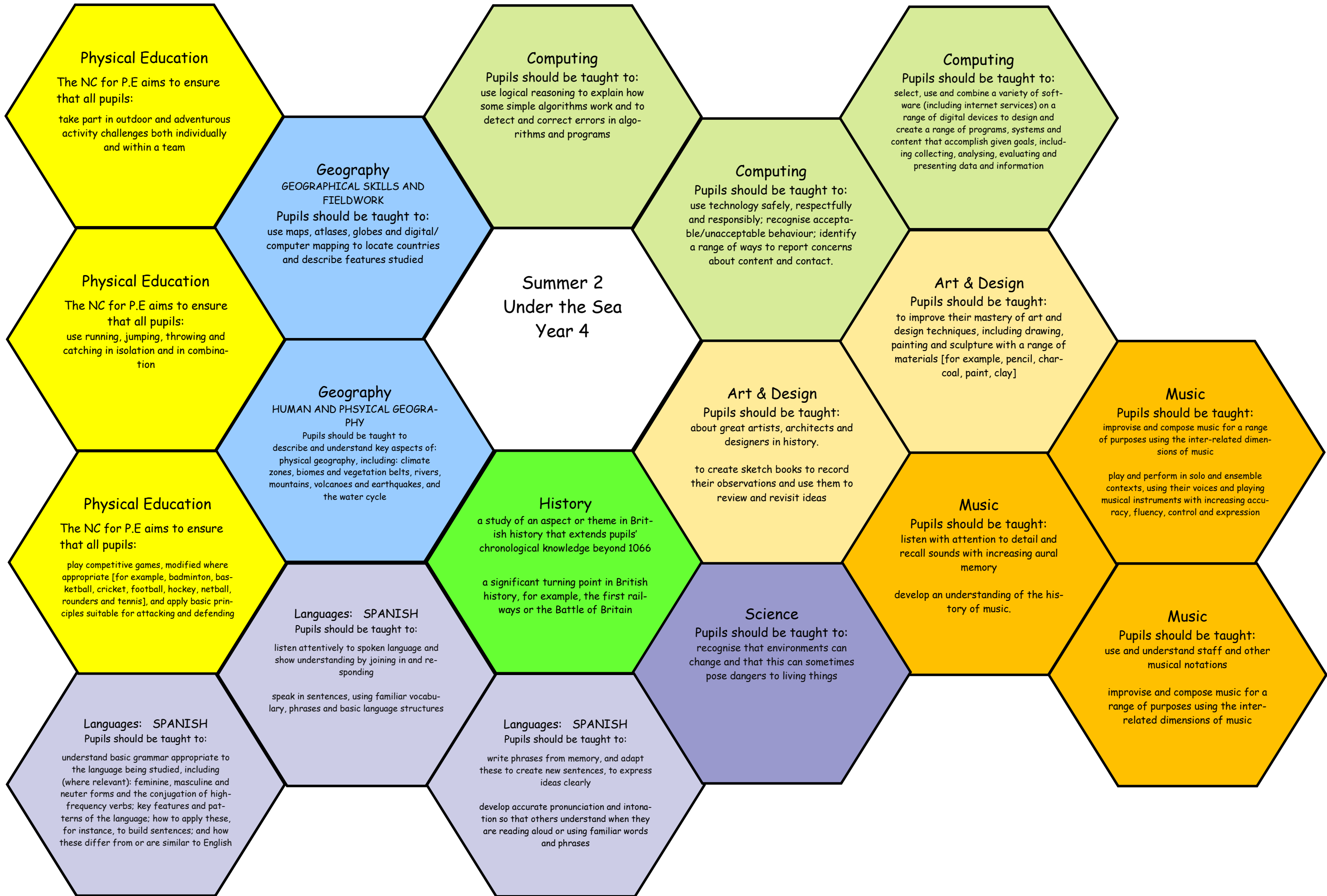
When designing and making, pupils should be taught to:  
apply their understanding of how to strengthen, stiffen and reinforce more complex structures



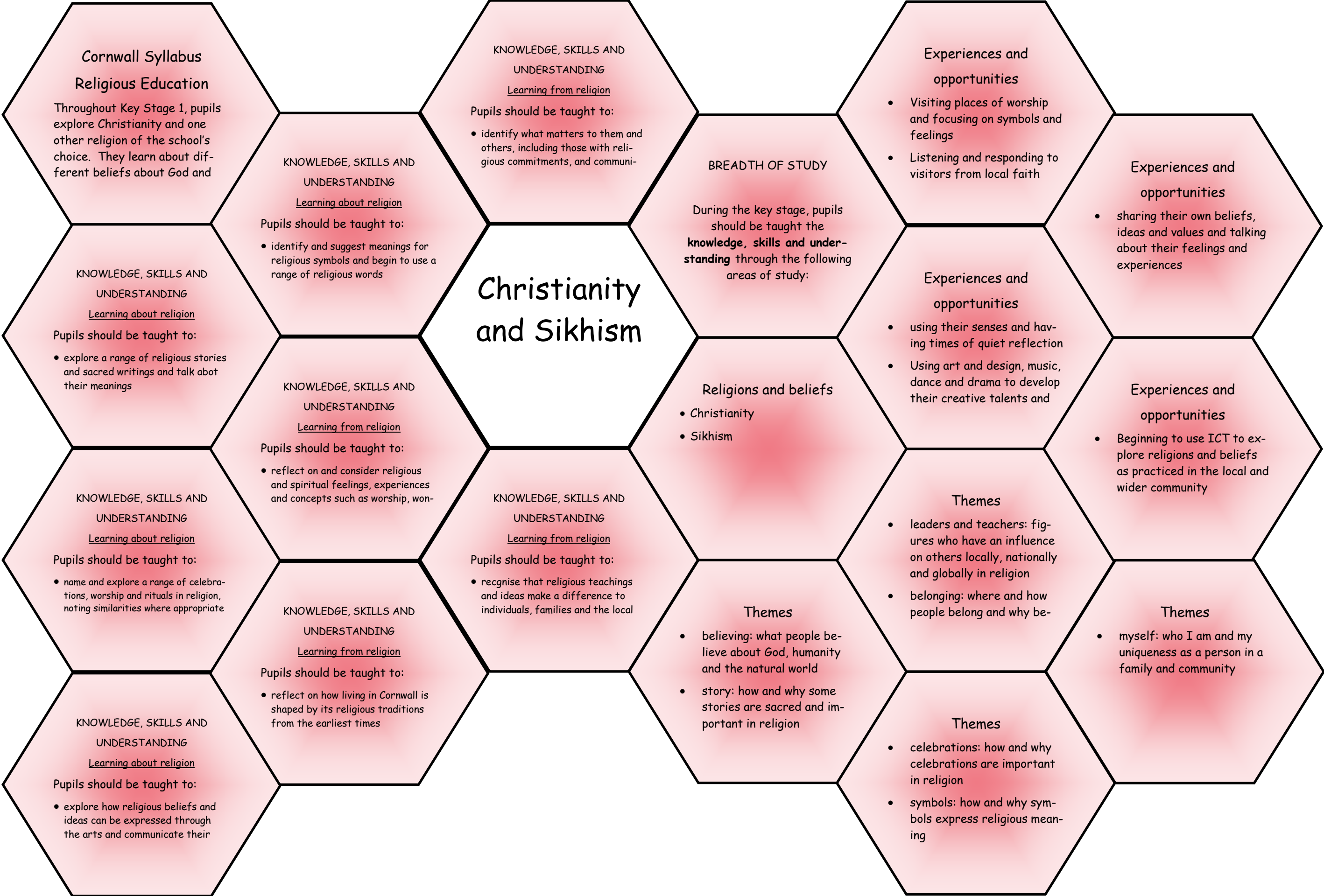












**Cornwall Syllabus  
Religious Education**

Throughout Key Stage 1, pupils explore Christianity and one other religion of the school's choice. They learn about different beliefs about God and

**KNOWLEDGE, SKILLS AND  
UNDERSTANDING**

Learning from religion

Pupils should be taught to:

- identify what matters to them and others, including those with religious commitments, and communi-

**KNOWLEDGE, SKILLS AND  
UNDERSTANDING**

Learning about religion

Pupils should be taught to:

- identify and suggest meanings for religious symbols and begin to use a range of religious words

**KNOWLEDGE, SKILLS AND  
UNDERSTANDING**

Learning about religion

Pupils should be taught to:

- explore a range of religious stories and sacred writings and talk about their meanings

**KNOWLEDGE, SKILLS AND  
UNDERSTANDING**

Learning from religion

Pupils should be taught to:

- reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, won-

**KNOWLEDGE, SKILLS AND  
UNDERSTANDING**

Learning about religion

Pupils should be taught to:

- name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate

**KNOWLEDGE, SKILLS AND  
UNDERSTANDING**

Learning from religion

Pupils should be taught to:

- recognise that religious teachings and ideas make a difference to individuals, families and the local

**KNOWLEDGE, SKILLS AND  
UNDERSTANDING**

Learning from religion

Pupils should be taught to:

- reflect on how living in Cornwall is shaped by its religious traditions from the earliest times

**KNOWLEDGE, SKILLS AND  
UNDERSTANDING**

Learning about religion

Pupils should be taught to:

- explore how religious beliefs and ideas can be expressed through the arts and communicate their

**Christianity  
and Sikhism**

**BREADTH OF STUDY**

During the key stage, pupils should be taught the **knowledge, skills and understanding** through the following areas of study:

**Religions and beliefs**

- Christianity
- Sikhism

**Themes**

- believing: what people believe about God, humanity and the natural world
- story: how and why some stories are sacred and important in religion

**Experiences and  
opportunities**

- Visiting places of worship and focusing on symbols and feelings
- Listening and responding to visitors from local faith

**Experiences and  
opportunities**

- using their senses and having times of quiet reflection
- Using art and design, music, dance and drama to develop their creative talents and

**Themes**

- leaders and teachers: figures who have an influence on others locally, nationally and globally in religion
- belonging: where and how people belong and why be-

**Themes**

- celebrations: how and why celebrations are important in religion
- symbols: how and why symbols express religious meaning

**Experiences and  
opportunities**

- sharing their own beliefs, ideas and values and talking about their feelings and experiences

**Experiences and  
opportunities**

- Beginning to use ICT to explore religions and beliefs as practiced in the local and wider community

**Themes**

- myself: who I am and my uniqueness as a person in a family and community