

	Autumn: The World Wars	Spring: Shakespeare, a local study.	Summer: Egyptians
Trips/ experiences	Severn Valley railway. History man.	Trip to Stratford Upon Avon	History Man Birmingham museum.
English Texts	Goodnight Mister Tom Bombs and Blackberries- A World War Two Play The lion the witch and the wardrobe WW2 Survival tips.	Macbeth. Stratford boys Shakespeare's sonnets and poems	The Egyptian Cinderella. The Scarabs secret If I were a kid in ancient Egypt Journey along the river Nile National Geographic Kids Everything Ancient Egypt.
Science	<p><u>Scientific Enquiry</u> I can ask simple scientific questions. I can use simple equipment to make observations. I can carry out simple tests. I can identify and classify things. I can suggest what I found out. I can use simple data to answer questions</p> <p><u>Sound- air sirens.</u> I can describe how sound is made. I can explain how sound travels from a source to our ears. I can explain the place of vibration in hearing. I can explore the correlation between the volume of sound and the strength of the vibrations that produced it. I can describe what happens to a sound as it travels away from its source.</p> <p>Light- blackouts. I can describe what dark is (the absence of light) I can explain that light is needed in order to see. I can explain that light is reflected from a surface. I can explain and demonstrate how a shadow is formed. I can explore shadow size and explain. I can explain the danger of direct sunlight and describe how to keep protected.</p>	<p><u>Scientific Enquiry</u> I can ask simple scientific questions. I can use simple equipment to make observations. I can carry out simple tests. I can identify and classify things. I can suggest what I found out. I can use simple data to answer questions</p> <p><u>States of matter.</u> I can group materials based in their state of matter (solid, liquid, gas)</p> <p>I can describe how some materials can change state.</p> <p>I can measure the temperature at which materials change state.</p> <p>I can describe he water cycle.</p> <p>I can explain the part played by evaporation and condensation.</p>	<p><u>Scientific Enquiry</u> I can ask simple scientific questions. I can use simple equipment to make observations. I can carry out simple tests. I can identify and classify things. I can suggest what I found out. I can use simple data to answer questions</p> <p><u>Animals, including humans.</u> I can identify and name the pars of the human digestive system. I can describe the functions of the organs in the human digestive system. I can identify and describe the differen types of teeth in humans. I can describe the functions of different human teeth. I can use food chains to identify producers, predators and prey. I can construct food chains to identify producers, predators and prey.</p> <p><u>Rocks</u> I can compare and group rocks based on their appearance and physical properties, giving a reason. I can describe how fossils are formed.</p>

			<p>I can describe how fossils are formed.</p> <p>I can describe how soil is made.</p> <p>I can describe and explain the difference between sedimentary and igneous rock.</p>
Geography	<p>I can locate the Tropic of Cancer and Tropic of Capricorn.</p> <p>I can explain the difference between the British Isles, Great Britain and the United Kingdom.</p> <p>I know the countries that make up the European Union.</p> <p>I can name and locate some of the main islands that surround the United Kingdom.</p>	<p>I can plan a journey to a place in England.</p> <p>I can collect and accurately measure information (e.g rainfall, temperature, wind, speed, noise levels etc.)</p> <p>I can explain why people may be attracted to live in cities.</p> <p>I can explain why people may choose to live in one place rather than another.</p>	<p>I can name and locate the capital cities of neighbouring European countries.</p>
History	<p>I can explain how the lives of wealthy people were different from the lives of poorer people.</p> <p>I can explain how an event from the past has shaped our life today.</p> <p>I can explain how historic items and artefacts can be used to help build up a picture of life in the past.</p> <p>I can research two versions of an event and explain how they differ.</p> <p>I can research what it was like for children in a given period of history and present my findings to an audience.</p>		<p>I can plot events on a timeline using centuries.</p> <p>I can use my mathematical skills to round up time difference into centuries and decades.</p>
Art	<p>I can show facial expressions and body language in sketches and paintings.</p> <p>I can use marks and lines to show texture in my art.</p> <p>I can use line, tone, shape, colour to represent figure and forms in movement.</p> <p>I can show reflection in my art.</p>	<p>I can integrate my digital images into my art.</p>	<p>I can sculpt clay and other mouldable materials</p> <p>I can explain some of the features of art from historical periods.</p>
DT	<p>I know how to be both hygienic and safe when using food.</p>		<p>I can use ideas from other people when I am designing.</p> <p>I can produce a plan and explain it.</p> <p>I can evaluate and suggest improvements for my designs.</p> <p>I can evaluate products for both their purpose and appearance.</p> <p>I can explain how I have improved my original</p>

			<p>design.</p> <p>I can present a product in an interesting way.</p> <p>I can measure accurately.</p> <p>I can persevere and adapt my work when my original ideas do not work.</p>
PE	<p>Swimming</p> <p>Games</p> <p>I can catch with one hand.</p> <p>I can throw and catch accurately.</p> <p>I can hit a ball accurately with control</p> <p>I can keep possession of the ball.</p> <p>I can very tactics and adapt skills depending on what is happening.</p>	<p>Gymnastics</p> <p>I can work in a controlled way.</p> <p>I can include change of speed and direction.</p> <p>I can include range of shapes.</p> <p>I can work with a partner to create, repeat and improve a sequence with at least three phases.</p> <p>Dance</p> <p>I can take the lead when working with a partner or group.</p> <p>I can use dance to communicate an idea.</p>	<p>Athletics</p> <p>I can run over a long distance.</p> <p>I can sprint over a short distance.</p> <p>I can throw in different ways.</p> <p>I can hit a target.</p> <p>I can jump in different ways.</p> <p>Outdoor and adventurous</p> <p>I can follow a map in a (more demanding) familiar context.</p> <p>I can follow a route within a time limit.</p>
IT	<p>I can produce and upload a podcast.</p> <p>I recognise acceptable and unacceptable behaviour using technology.</p>	<p>I can select and use software to accomplish given goals.</p> <p>I can collect and present data.</p> <p>I can produce and upload a podcast.</p> <p>I recognise acceptable and unacceptable behaviour using technology.</p>	<p>I can produce and upload a podcast.</p> <p>I recognise acceptable and unacceptable behaviour using technology.</p>
RE	<p>Belief and practice: Hinduism</p> <p>Belief and practice: Islam</p> <p>Belief and practice: Christianity- harvest festival.</p> <p>Belief and practice: Sikh</p>	<p>Spirituality through art.</p> <p>Signs and symbols.</p> <p>Religious buildings.</p>	<p>Special leaders</p> <p>Pilgrimage</p> <p>Prayer, meditation and cultivating the inner life.</p>
PSHE	<p>SAY NO!</p> <p>Drugs Education: medicines and legal drugs</p> <p>illegal drugs and risk-taking behaviour</p> <p>Feeling safe Anti-bullying</p> <p>IT'S OUR WORLD</p> <p>The wider community and local democracy Rights and responsibilities</p> <p>Environmental awareness and sustainability issues</p>	<p>MONEY MATTERS</p> <p>Understanding finance and money</p> <p>Shopping and budgeting</p> <p>Risk and debt</p> <p>Goal-setting and motivation</p> <p>WHO LIKES CHOCOLATE?</p> <p>Fair trade</p>	<p>PEOPLE AROUND US</p> <p>Global citizenship</p> <p>Different identities around the world</p> <p>Challenging prejudice</p> <p>Support networks – relationships and families</p> <p>GROWING UP</p> <p>RSE: Differences; Growing up; Puberty</p>

Music		Globalisation Inequalities Hunger and poverty Media and stereotyping	&reproduction Managing change Preparing for transition
	I can improvise using repeated patterns. I can use notation to record compositions in a small group on my own. I can explain why silence is often needed in music and explain what effect it has. I can identify and describe the different purposes of music.	I can begin to identify the style of work of Beethoven, Mozart and Elgar. I can identify the character in a piece of music.	I can perform a simple part rhythmically. I can sing songs from memory with accurate pitch.
Foreign languages	Spoken language I can name and describe people. I can name and describe a place. I can name and describe and object. I can have a short conversation saying 3-4 things. I can give a response using a short phrase. I am starting to speak in sentences.	Reading I can read and understand a short passage using familiar language. I can explain the main points in a short passage. I can read a passage independently. I can use a bilingual or glossary to look up new words.	Writing I can write phrases from memory. I can write 2-3 short sentences on a familiar topic. I can say what I like/dislike about a familiar topic.
Story time texts to be shared by the end of Year 4	<p>The Lion the witch and the wardrobe. Goodnight Mister Tom. The Scarabs secret Macbeth River story Around the world in 80 poems A River</p>		