



| Subject   | Learning  |
|-----------|---|
| History   | <b>Not taught in this half-term.</b>  |
| Geography | <p><b>Hills, Mountains and Volcanoes</b></p> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>To name and locate a number of the hills, mountains and volcanoes in the UK and world.</li> </ul> <p><b>Human Geography</b></p> <ul style="list-style-type: none"> <li>To compare the similarities and differences between the lives of people who live near a volcano and children’s own life.</li> <li>To understand the effect of landscape features on the development of a locality.</li> <li>To describe how people have been affected by changes in the environment.</li> </ul> <p><b>Physical Geography -</b></p> <ul style="list-style-type: none"> <li>To describe and understand the key features of hills, mountains and volcanoes</li> <li>To describe how a hill, mountain and volcano may change over time.</li> </ul> <p><b>Key Vocabulary</b><br/> mantle, summit, range, Mount Etna, crater, crust, dormant, eruption, magma, magma chamber, lava, side vent, main vent, volcano, tectonic plates, Sicily, ash, mountains, crops, fertile, monitoring centre, seismometer, agriculture, tourism, energy, molten, stem, gas, dust, glacier, particles</p> |
| MFL       | <p><b>French</b></p> <p>The date:</p> <ul style="list-style-type: none"> <li>Recall from memory the seven days of the week, the twelve months of the year and numbers 1-31 in French.</li> <li>Ask and answer what the date is in French.</li> <li>Ask and answer the question ‘when is your birthday?’ in French</li> </ul> <p>My Family:</p> <ul style="list-style-type: none"> <li>Remember the nouns for family members in French from memory.</li> <li>Describe our own or a fictitious family in French by name, age, and relationship.</li> <li>Count to 70 in French.</li> <li>Understand possessive adjectives better in French (‘my’ form only)</li> </ul>  |
| Art       | <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To experiment with different styles which artists have used.</li> <li>To explain art from other periods of history.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>To begin to show facial and body language in sketches.</li> <li>Identify and draw simple objects and use marks and lines to show textures.</li> <li>To show reflections.</li> <li>Explain why they have chosen specific materials to draw with.</li> </ul> <p><b>Key vocabulary</b></p>   |

|                        |   |
|------------------------|---|
|                        | craftspeople, draughtsman, goldsmith, mass-produced, printing press, verbal, visual texture   |
| RE                     | <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>How does believing Jesus is their <a href="#">saviour</a> inspire Christians to save and serve others?</li> </ul> <p><b>Key Vocabulary</b><br/>William Booth, Salvation Army, sin</p>   |
| Science                | <p><b>Sound</b></p> <ul style="list-style-type: none"> <li>Identify how sounds are made, associating some of them with something vibrating.</li> <li>Recognise that vibrations from sounds travel through a medium to the ear.</li> <li>Find patterns between the pitch of a sound and features of the object that produced it.</li> <li>Find patters between the volume of the sound and the strength of the vibrations that produced it.</li> <li>Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul> <p><b>Key Vocabulary</b><br/>vibration, wave, volume, pitch, tone, insulation</p>   |
| Working Scientifically | <ul style="list-style-type: none"> <li><b>Asking relevant questions and using different types of scientific enquiries to answer them. (TAPS 'Plan' – Investigating Pitch)</b></li> <li><b>Setting up simple practical enquiries, comparative and fair tests. (TAPS 'Plan' – Investigating Pitch)</b></li> <li>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</li> <li>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</li> <li>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li> <li>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li>Identifying differences, similarities or changes related to simple scientific ideas and processes.</li> <li>Using straightforward scientific evidence to answer questions or to support their findings</li> </ul> <p><b>Key Vocabulary</b><br/>oral and written explanations, conclusion, predictions, criteria, classify, changes, data, contrast</p> |
| PE                     | <p><b>Outdoor adventurous activities</b></p> <ul style="list-style-type: none"> <li>Accurately follow instructions given by a peer and give clear and usable instructions to a peer.</li> <li>Confidently communicate ideas and listen to others before deciding on the best approach.</li> <li>Plan and apply strategies to solve problems.</li> <li>Identify key symbols on a map and use a key to help navigate around a grid.</li> <li>Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.</li> </ul> <p><b>Key vocabulary</b><br/>Leader, effectively, symbol, inclusive, orientate</p>  |

|                             |   |
|-----------------------------|---|
| <p>PE with Total Sports</p> | <p><b>School games value:</b> teamwork</p> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>● Demonstrate how and when to speed up and slow down when running.</li> <li>● Link hopping and jumping actions with some control.</li> <li>● Jump for distance and height showing balance and control.</li> <li>● Throw with some accuracy and power towards a target area.</li> <li>● Demonstrate good balance when performing other fundamental skills.</li> <li>● Show balance when changing direction at speed in combination with other skills.</li> <li>● Begin to co-ordinate their body at speed in response to a task.</li> <li>● Become more independent in order to compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><b>Key vocabulary</b><br/>Power, stamina, officiate, perseverance determination, accuracy, personal best</p> <p><b>School games value:</b> teamwork</p>  |
| <p>Computing</p>            | <p><b>Teach Computing Networking and Computer Systems focus:</b><br/>Year 4– The Internet: Lesson 1 –Connecting Networks</p> <ul style="list-style-type: none"> <li>● I can describe the internet as a network of networks</li> <li>● I can demonstrate how information is shared across the internet</li> <li>● I can discuss why a network needs protecting</li> </ul> <p>Lesson 2 – What is the internet made of</p> <ul style="list-style-type: none"> <li>● I can describe networked devices and how they connect</li> <li>● I can explain that the internet is used to provide many services</li> <li>● I can recognise that the World Wide Web contains websites and web pages</li> </ul> <p><b>Key Vocabulary</b><br/>router, network security, server, wireless access point (WAP),</p> <p><b>E-Safety</b><br/>pixl lessons 4 and 5 – looking after ourselves online<br/><b>physical and mental health, screen time</b></p>  |
| <p>Music</p>                | <p><b>Charanga unit:</b> Blackbird<br/><b>Style of main song:</b> The Beatles/Pop<br/><b>Unit theme:</b> The Beatles, equality and civil rights<br/><b>Performance focus:</b> Playing their own compositions on instruments.</p> <p><b>Listening:</b> Discuss and recognise the structure of a song. Identify the instruments and voices they can hear in a song. Find the pulse, whilst listening to a song, in a way that they choose e.g. dance, clap, march. Find the pulse and identify funky rhythms, tempo changes and dynamics. Know the style indicators for Pop music. Reflect upon the lyrics of the song and the message of the song.</p> <p><b>Copying rhythms:</b> Play and copy back rhythms, on a glockenspiel using up to 2 notes (C + D).</p> <p><b>Sing:</b> In unison.</p> <p><b>Play instruments:</b> With the song by ear, or from notation. Using up to 3 notes (C, D + E). Know the difference between pulse and rhythm and be about to keep an internal pulse.</p> <p><b>Improvise:</b> using the up to 3 notes (C, D + E).</p> <p><b>Compose:</b> A simple melody using simple rhythms, choosing from notes C, D + E or C, D, E, F + G (the pentatonic scale). Know how pulse, rhythm and pitch work together to create a song.</p> |

|   |   |
|---|---|
|   | <p><b>Key Vocabulary</b><br/>Acoustic guitar, percussion, birdsong, civil rights, racism, equality, Unison, structure, introduction, verse, chorus, pop music, vocals, pulse, rhythm, pitch, compose, improvise, perform, audience, melody, texture, hook, riff, dynamics, tempo, pentatonic scale, lyrics, solo.</p>   |
| <p>PSHE and RSE<br/><br/>(highlighted objectives are statutory)</p> | <p><b>Core Theme 1: Health &amp; Wellbeing</b><br/><b>Mental Health</b><br/>H18. about everyday things that affect feelings and the importance of expressing feelings.<br/>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p><b>Core Theme 2: Relationships</b><br/><b>Families &amp; close positive relationships</b><br/>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.</p> <p><b>Core Theme 3: Living In The Wider World</b><br/><b>Economic wellbeing: Aspirations, work and career</b><br/>L27. about stereotypes in the workplace and that a person’s career aspirations should not be limited by them<br/>L28. about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs).</p> |
| <p>DT</p>   | <p><b>Not taught in this half-term.</b></p>   |
| <p>British Values</p>   | <p>Tolerance</p> <ul style="list-style-type: none"> <li>● Tolerance of those with different faiths and beliefs</li> </ul> <p>Rule of Law</p> <ul style="list-style-type: none"> <li>● What does this mean and what rules do we have at Werrington Primary School</li> <li>● Why are rules important?</li> </ul> <p>Introduction to the protected characteristics</p>  |
| <p>SMSC</p>   | <p><b>RE</b> - Learning about the customs and beliefs of the Sikh faith.</p>  |