

YEAR 4 CURRICULUM



Belong, Believe, Become

ART & DESIGN

CURRICULUM — YEAR 4

Skills		Core knowledge	
<p>To explore and refine a range of techniques, materials, processes and media, including digital media, to draw, sculpt, model, design, paint and print</p> <p>To design and create images and artefacts, expressing ideas for clearly defined purposes</p>		<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)</p> <p>About great artists, architects and designers in history.</p>	
Drawing	Collage/ sculpture	Painting	
<p>Sketch lightly (no need to use a rubber to correct mistakes)</p> <p>Use shading to show light and shadow, making the picture look 3d.</p> <p>Use hatching and cross hatching to show tone and texture</p> <p>Use pastels for effect</p>	<p>Use clay and other mouldable materials</p> <p>Add materials to provide interesting detail</p> <p>Select a range of tools, to add detail</p> <p>Select and arrange materials for a striking effect</p> <p>Ensure work is precise</p> <p>Use patterns for precise detail</p>	<p>Abstract Art</p> <p>Use bright coloured paint to produce the painting, then use thin black lines to add detail</p> <p>Experiment with creating mood with colour</p>	

Taught topics

The face of a warrior	Colour and contrast Artist study- Andy Warhol	The Darlington train sculpture
Pupils should be taught: <ul style="list-style-type: none"> • Accurately sketch a face of a warrior, adding detail, blending two colours together to make it look 3d. • Reflection and evaluate- Look at others work and give constructive criticism of how they can improve their work. • Talk about artists linked to the work. 	Pupils should be taught: <ul style="list-style-type: none"> • Explore art by Andy Warhol. • Use drawing and painting skills. • Look at colours and brush techniques. • Re-create pop art. • Evaluate own work. 	Pupils should be taught: <ul style="list-style-type: none"> • Use observation skills- Darlington train sculpture. • Look at different equipment and tools for creating an effective clay sculpture. • Recreate the train sculpture using clay and various tools.

Vocabulary

Pupils should learn the following vocabulary-

Perspective	Background	Foreground	Midground	Distance
Atmosphere	Lino print	Mono print	Accuracy	Realistic
Abstract	Complimentary	Contrasting	Exhibition	Gallery
	Modroc		Intensity	

DESIGN & TECHNOLOGY

CURRICULUM — YEAR 4

Skills		Core knowledge	
Textiles	Construction	Mechanics	Food

Taught topics				
Catapult	Christmas/winter items and decorations	Easter related craft	Train carriage	Food
Pupils should be taught: <ul style="list-style-type: none"> • Make own design criteria. • Research existing products. • Create a client profile. • Research the designer Ettore Sotsass. • Use design, make and evaluate to create own catapult. 	Pupils should be taught: <ul style="list-style-type: none"> • Complete research about existing products • Use design, make and evaluate to make own winter gloves. • Create a pattern suitable for a life sized item of clothing. • Understand the part fashion has to play in the world as we know it and through time • Research the fashion designer Yves Saint Laurent 	Pupils should be taught: <ul style="list-style-type: none"> • Complete research about existing products • Use design, make and evaluate to make own complex Easter pop up card. • 	Pupils should be taught to: <ul style="list-style-type: none"> • Research a range of trains and their carriages. • Create own design criteria. • Create a client profile. • Design, make and evaluate own train carriage that can joined together, move and is structurally sound. 	Pupils should be taught to: <ul style="list-style-type: none"> • Understand why we need to eat healthily and what will happen if we do not eat healthily. • Write an ingredients and equipment list independently. • Follow a simple recipe. • Evaluate the starter and dessert.
Vocabulary				
Pupils should learn the following vocabulary-				
Template	Dying	Printing	Screwing	Slider
Side to Side	Up and Down		Nail	Slot

COMPUTING

CURRICULUM — YEAR 4

E-safety	Programming	Handling data	Multimedia
<ul style="list-style-type: none"> • I choose a secure password when I am using a website. • I can talk about the ways I can protect myself and my friends from harm online. • I use the safety features of websites as well as reporting concerns to an adult. • I know that anything I post online can be seen by others. • I choose websites and games that are appropriate for my age. • I can help my friends make good choices about the time they spend online. • I can talk about why I need to ask a trusted adult before downloading files and games from the Internet. • I comment positively and respectfully online. 	<ul style="list-style-type: none"> • I can use logical thinking to solve an open-ended problem by breaking it up into smaller parts. • I can use an efficient procedure to simplify a program. • I can use a sensor to detect a change which can select an action within my program. • I know that I need to keep testing my program while I am putting it together. • I can use a variety of tools to create a program. • I can recognise an error in a program and debug it. • I recognise that an algorithm will help me to sequence more complex programs. • I recognise that using algorithms will also help solve problems in other learning such as Maths, Science and Design and Technology. 	<ul style="list-style-type: none"> • I can organise data in different ways. • I can collect data and identify where it could be inaccurate. • I can plan, create and search a database to answer questions. • I can choose the best way to present data to my friends. • I can use a data logger to record and share my readings with my friends. 	<ul style="list-style-type: none"> • I can use photos, video and sound to create an atmosphere when presenting to different audiences. • I am confident to explore new media to extend what I can achieve. • I can change the appearance of text to increase its effectiveness. • I can create, modify and present documents for a particular purpose. • I can use a keyboard confidently and make use of a spellchecker to write and review my work. • I can use an appropriate tool to share my work and collaborate online. <p>I can give constructive feedback to my friends to help them improve their work and refine my own work.</p>
Technology in our lives			
<ul style="list-style-type: none"> • I can tell you whether a resource I am using is on the Internet, the school network or my own device. • I can identify key words to use when searching safely on the World Wide Web. • I think about the reliability of information I read on the World Wide Web. • I can tell you how to check who owns photos, text and clipart. • I can create a hyperlink to a resource on the World Wide Web. 			

Taught topics					
Comic creation	Repetition	Repetition	Photo editing	Networks and the internet	Selection
Pupils should be taught: <ul style="list-style-type: none"> Use photos, videos and sounds to present. Use new media to present information to an audience. FREE Year 1/3 Comic Creation - Primary Computing Resources - iLearn2 Make Beliefs Comix	Pupils should be taught: <ul style="list-style-type: none"> Use scratch to create a game that uses repetition. Scratch Programming B – Repetition in games (teachcomputing.org) Flower generator - Introduction Raspberry Pi Projects Logo Programming A – Repetition in shapes (teachcomputing.org)	Pupils should be taught: <ul style="list-style-type: none"> Use a different programme (not scratch) to create a game. Rapid Router Code for Life Session One: Recap on Using a Simple Repeat Loop STEM Code.org Code.org - Course C (2020): Creating Art with Code #1	Pupils should be taught: <ul style="list-style-type: none"> Use an online editor to edit an image using a range of tools. Creating media – Photo editing (teachcomputing.org) Sign In to your Account ProjectEVOLVE (make an account free) <ul style="list-style-type: none"> Year 4 – managing online information) 	Pupils should be taught: <ul style="list-style-type: none"> Appreciate that the internet is a network of networks. Explore the world wide web and find out about who owns content. Create hyperlinks to websites within their own work. Computing systems and networks – The Internet (teachcomputing.org)	Pupils should be taught: <ul style="list-style-type: none"> Use kodu to create a game using skills taught throughout the year. Computing: Kodu Programming Year 6 Planning Overview (twinkl.co.uk)
Vocabulary					
Pupils should learn the following vocabulary-					
E-safety rules	Secure passwords	Report abuse button	Gaming	Blogs	
Type+edit logo	Commands	Sensors	Open-ended	Problems	
Bugs in programs	Complex	Programming	Creating+ modifying	Specific purpose	
Photo modifying	Keyboard shortcuts	Bullet points	Spell check	Constructive	
Different networks	Information	Collection	Reliability	Owners	
Database creation		Database searches		Inaccurate data	

FRENCH

CURRICULUM — YEAR 4

Key Skills	
Listening	Speaking
<p>Understand spoken phrases e.g. to act out simple story</p> <p>Listen and repeat phonemes in songs and rhymes and link to spelling</p> <p>Notice taught language may have different phonemes and different spellings to English</p>	<p>Ask and answer a range of questions linked to familiar topics</p> <p>Use familiar sentences as model to adapt to create new sentences</p> <p>Read aloud using accurate pronunciation and present a piece for performance</p>
Reading	Writing
<p>Read a range of written phrases and sentences recognising meaning and pronouncing accurately</p> <p>Follow written version of text he/she is listening to</p> <p>Begin to work out meaning of unfamiliar words from familiar text use context and other clues</p>	<p>Write words and phrases from memory</p> <p>Use adjectives to describe in more detail e.g. appearance</p> <p>Write descriptive sentences using a model but adding some words from memory</p>
Grammar	
<p>Recognise a wider range of word classes e.g. including pronouns and articles and use appropriately</p> <p>Understand that adjectives may change form according to the noun they relate to and select appropriate form</p> <p>Recognise questions and negative sentences</p>	

Taught topics

Play time	My home	My town	Describing people	The body	Sport
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Use 'I play..' • Describe activities in the play ground. • Name that they like to play in French. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Say where they live in French. • Describe different rooms in the home. • Explore the daily routine. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Describe where the town is (Stockton). • Name shops in French. • Name items bought at a shop. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Describe hair colour in French. • Name items of clothes in French. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Name facial features in French. • Describe what body part hurts. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Name a range of sports in French. • Describe sports they like and don't like.

Lessons on Salut! to be covered:

<p>Lesson 3- I play...</p> <p>Lesson 4- In the playground</p> <p>Lesson 5- What do you like to play?</p>	<p>Lesson 1- Where do you live?</p> <p>Lesson 2- Your home</p> <p>Lesson 3- Your bedroom.</p> <p>Lesson 4- The kitchen.</p> <p>Lesson 5- Daily routine.</p>	<p>Core Unit 2- countries.</p> <p>Lesson 2- In your town.</p> <p>Lesson 4- Shops.</p> <p>Lesson 5- At the shop.</p>	<p>Lesson 2- Hair</p> <p>Lesson 5- I'm wearing.</p>	<p>Lesson 1- My face</p> <p>Lesson 3- It hurts.</p>	<p>Lesson 1- sports.</p> <p>Lesson 20</p> <p>Which sport do you like doing?</p>
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GEOGRAPHY

CURRICULUM — YEAR 4

Core knowledge and skills	
Location knowledge	Place knowledge – North America- the USA
Name and locate countries of the world concentrating on their key physical and human characteristics.	Understand geographical similarities and differences through the study of human and physical geography of North America
Physical and Human geography – <i>Mountains</i>	Geographical mapping skills
To understand key geographical aspects of mountains & Valleys.	Use maps with symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Children to draw maps including symbols and a key.
Fieldwork	
Use fieldwork to observe, measure and record physical and human features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	

Taught topics

Movement of the Vikings and Romans	The USA	Railways
<p>Pupils should learn:</p> <ul style="list-style-type: none">• Use world maps to plot the movement of Vikings.	<p>Pupils should learn:</p> <ul style="list-style-type: none">• Name the countries in North America and locate them on a world map.• Locate major cities in North America and discuss their main landmarks and characteristics.• Compare an area of North America to an area of the UK.• Compare buildings and infrastructure in the USA to the UK (age of countries etc).• Explore the diversity of the countries within North America.• Understand how mountains and valleys are formed.• Understand the difference in type of mountain- fold, fault-block, dome, volcanic and plateau- and how each is formed.• Use an OS map to plot mountain type and height.• Name and locate famous mountains around the world (mainly USA).• Name and locate mountains in the UK.	<p>Pupils should learn:</p> <ul style="list-style-type: none">• Name and locate cities around the UK.• Use maps to identify train lines.• Map train lines across the country and world.

Vocabulary

Pupils should learn the following vocabulary-

HISTORY

CURRICULUM — YEAR 4

Key concepts		
Chronological understanding	Historical terms	Knowledge and understanding
<p>Place events from the period studied on a time line.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms e.g. BC/AD century, ancient,</p>	<p>Develop the appropriate use of historical terms</p>	<p>Show knowledge and understanding by describing features of past societies and periods.</p> <p>Identify some ideas, beliefs and attitudes of past cultures giving reason for these differences.</p> <p>Describe how some of the past events affect life today</p>
Interpretation of history	Historical enquiry	Organisation and communication
<p>Look at the evidence available.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Use of text books and historical knowledge.</p>	<p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in time past ask a variety of questions</p> <p>Use the library, e-learning for research</p>	<p>Present findings about the past using speaking, writing, maths (data handling), ICT, drama and drawing skills.</p> <p>Use dates and subject specific words such as monarch, settlement and invader accurately.</p>

Taught topics

Vikings and Romans

Pupils should learn about:

- Explore Julius Caesar's attempted invasion in 55-54BC.
- About the Roman army and its power.
- The successful invasion by Claudius and conquest including Hadrian's Wall.
- A study around Hadrian's wall and its importance to the locality.
- The British resistance- Boudicca.
- The impact the Roman Empire had on Britain.
- The Roman withdrawal and fall of the Roman Empire.
- The Anglo-Saxon invasion, settlements and kingdoms.
- Anglo-Saxon art and culture.
- About Viking raids and invasions.
- What it is that attracted people to invade Britain.
- About the first invasion at Lindisfarne.
- The local invasion upon Hartlepool Headland by Norwegian pirates.
- A comparison with the Romans and Saxons. Evaluation of who has the best army, techniques, defence etc.

History of our town

Pupil should learn about-

- Learn about the history of their locality.
- Discuss reasons why people came to live in the Tees Valley – to work on railways, in the mines or for iron and steel companies.
- Consider why the River Tees is important.
- Explore Stockton and Darlington railway and the world's first steam-locomotive-powered passenger railway.

Vocabulary

Pupils should learn the following vocabulary-

MUSIC

CURRICULUM — YEAR 4

Taught topics			
Performing	Composing	Appraising	Listening and applying knowledge and understanding
<p>Use graphic notation to imitate the shape of the melody.</p> <p>Select instruments and create sounds to describe visual images.</p> <p>Perform in a group and alone using voices and instruments.</p> <p>Sing in a round and in canon.</p> <p>Collaborate with peers.</p> <p>Use voices to create and control sounds e.g. tempo, speed, dynamics, pitch.</p>	<p>Improvise and compose music for a range of purposes controlling musical qualities.</p> <p>Experiment with different sounds and instruments.</p> <p>Look at music/notations and follow each part.</p> <p>Add words to melodic phrases</p>	<p>Begin to appreciate and understand different works and composers.</p> <p>Listen to live music and evaluate impact.</p> <p>To respond respectfully to music.</p> <p>To provide constructive feedback to others.</p>	<p>Combine sounds expressively (all dimensions).</p> <p>Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests).</p> <p>Know that sense of occasion affects performance.</p> <p>Describe different purposes of music in history/ other cultures.</p>

Taught topics

Listening and performing

Pupils should be taught:

- Develop an understanding of music through history.
- Consider what music sounded like in Ancient Rome.
- Explore the types of instruments that were played in Ancient Rome.
- Compare sounds instruments make.
<https://www.bbc.co.uk/teach/school-radio/music-ks2-romansindex/zdfk92p>

BBC Ten Pieces- music study

Pupils should be taught:

- Florence Price – Symphony No.1 in E minor (3rd mvt)
<https://www.bbc.co.uk/teach/ten-pieces/classical-musicks2-florence-price-symphonyno1/zr48gwx>
- listen and reflect on a piece of orchestral music
- create their own piece of music using instruments and voice
- perform as an ensemble
- learn musical language
- appropriate to the task.

Creating

Pupils should be taught:

- Listen to Berlioz 'Le chant des Chemins de fer' which was performed to celebrate the 150th anniversary of the Darlington/Stockton railway.
- Create a melody and rhythm using chrome music maker <https://musiclab.chromeexperiments.com/Song-Maker/>
- Consider what happens when the tempo is increased.
- Experiment with different instruments.
- Explore different rhythms.

Singing

Pupils should be taught:

- Perform in a group and alone using voices and instruments.
- Sing in a round and in canon.
- Collaborate with peers.
- Use voices to create and control sounds e.g. tempo, speed, dynamics, pitch.
- Learn songs linked to whole school themes.

Vocabulary

Pupils should learn the following vocabulary-

PHYSICAL EDUCATION

CURRICULUM — YEAR 4

Skills			
Dance	Swimming	Gymnastics	Net and wall games
<p>Explore and create characters and narratives in response to a range of stimuli.</p> <p>Describe, interpret and evaluate their own and others' dances, taking account of character and narrative.</p>		<p>Devise, perform and repeat sequences that include travel, body shapes and balances.</p> <p>Help them change sequences. Include changes of dynamics.</p> <p>Work with a partner.</p> <p>Adapt their sequences to include apparatus and to suit partner or small group.</p> <p>Compare and contrast similar performances.</p> <p>Suggest ways to improve the quality of sequence</p>	<p>Play games using throwing and catching skills.</p> <p>Vary strength, length and direction of throw.</p> <p>Understand how they can make it difficult for opponent to receive ball.</p> <p>Understand where to stand when receiving.</p> <p>Understand attack and defence tactics.</p> <p>Describe what they do and what they find hard.</p> <p>Talk about how to change the court to make it easier/harder.</p> <p>Say what they do well in a game and what they need help with and what they need to practice.</p>
Invasion games	Field games	Athletics	
<p>Play 3vs1 and 4vs1 and how to use the space and help each other.</p> <p>Choose and adapt their techniques to keep possession and give their team chance to shoot.</p> <p>Plan ideas and tactics similar across invasion games.</p> <p>Evaluate how successful their tactics have been, use appropriate language to describe performance and identify what they do that makes things difficult for their opponents.</p> <p>Know what they need to improve their game and what they need to practice.</p>	<p>Choose and use a range of simple tactics and strategies.</p> <p>Keep, adapt and make rules for striking and fielding games.</p> <p>Recognise good performance and identify the parts of a performance that need improving.</p>	<p>Run for short distances and times, and for longer distances and times.</p> <p>Keep a steady pace.</p> <p>Practise 5 basic jumps e.g hop, step, jump. Combine basic actions and form simple jump combinations.</p> <p>Throw into a target using slinging, pushing and pulling actions.</p> <p>Describe and evaluate the effectiveness of performance and recognise aspects that need improving.</p>	

Taught topics				
Autumn		Spring		Summer
Pupils should be taught: Dance <ul style="list-style-type: none"> • Create a short routine individually, with a partner and as a class. • Show a change of pace in their movements with a variety of slower and quicker movements. Gymnastics <ul style="list-style-type: none"> • Show changes of direction, levels and speeds during a routine. • Carry out a range of balances • Use an increasing range of gymnastic actions in a sequence (i.e. rolls and jumps) 		Pupils should be taught: Tennis <ul style="list-style-type: none"> • Hit a ball with accuracy and control. • Serve underarm • Build a rally with a partner • Use at least two different types of shot in a game situation • Vary tactics they use in a game Tag Rugby <ul style="list-style-type: none"> • Defend and attack. • Develop different ways of throwing and catching • Make the best use of space to pass and receive the ball. • Pass with speed. • Help their team regain possession 		Pupils should be taught: Cricket/rounders <ul style="list-style-type: none"> • Vary the tactics they use in a game. • Use fielding skills to prevent an opponent from scoring. • Catch and throw the ball in different ways. • Hit a ball with accuracy and control. Athletics <ul style="list-style-type: none"> • Perform a relay • Compete in sprinting races • Use different throwing techniques to increase distance.
Vocabulary				
Pupils should be taught the following vocabulary-				
Travel	Stillness	Direction	Space	Body Parts
	Speed	Striking	Catching	Own Space
Levels	Passing	Controlling	Shooting	Scoring
Team	Backwards	Sideways	Roll	Slow
Forwards	Jump	Stretch	Wide	Narrow
Shape				

Confidence and responsibility	Views and opinions	Health and hygiene	Relationships and respect	Personal safety	Emotional wellbeing
Identify positive ways to face new challenges, applying knowledge creatively.	Convey own opinions and answers clearly, supported by evidence. Formulate questions to further their understanding or adapt their viewpoint.	Identify some factors that affect emotional health and well-being (e.g. exercise or dealing with emotions).	Recognise that their actions affect themselves and others Respond to, or challenge, negative behaviours such as stereotyping and aggression, evaluating social norms.	Assess and manage risks associated with personal lifestyle and activity choices; trying new ideas, facing challenges safely and recognising what is dangerous. Develop their understanding of online safety, including the protection of personal details.	Recognise strong emotions and identify ways of self-regulating them positively Explain how things can be misinterpreted or misrepresented.
Collaboration	Diversity	Citizenship	Financial understanding	Relationships and feelings	Goals
List different types of teasing, discrimination, bullying and aggressive behaviours, explaining how it can feel and who can help with these issues.	Explain the words 'discrimination' and 'stereotype' and give examples of both.	Explain how they might make a positive contribution to a world issue, such as global warming, poverty or fair trade. Recognise the role of voluntary and community groups.	Discuss how to make money and show enterprise. List several ways of saving money, including those linked with banks and building societies.	Describe why someone might start a relationship with another person.	Talk about their achievements and plan how to work towards new goals, making use of constructive feedback.

Taught topics		
Living in the Wide World	Relationships	Health and Wellbeing (H)
Pupils should be taught: <ul style="list-style-type: none"> • Shared Responsibilities • Communities • Media literacy & digital resilience • Economic wellbeing: Money • Economic wellbeing: Aspirations, work & career 	Pupils should be taught: <ul style="list-style-type: none"> • Families and close positive relationships • Friendships • Managing hurtful behaviour and bullying • Safe relationships • Respecting self and others • Respecting self and others 	Pupils should be taught: <ul style="list-style-type: none"> • Healthy Lifestyles (physical wellbeing) • Mental Health • Ourselves, growing and changing • Keeping Safe Drugs, alcohol and tobacco
Vocabulary		
Pupils should be taught the following vocabulary-		

RELIGIOUS EDUCATION

CURRICULUM — YEAR 4

Skills		
Knowing about and understanding religions and worldviews.	Expressing and communicating ideas related to religions and worldviews.	Gaining and deploying the skills for studying religions and worldviews.
<p>Retell stories linked to festivals and say why they are important to believers.</p> <p>Recall and name some of the ways religions mark milestones of commitment.</p> <p>Retell and suggest the meanings of stories from sacred texts about people who encountered God.</p> <p>Recall and names some stories from sacred texts that inspire.</p> <p>Describe what some believers say or do as they pray.</p>	<p>Recognise and identify some differences between religious festivals and other types of celebrations.</p> <p>Identify beliefs about God.</p> <p>Respond thoughtfully to examples of how praying helps religious believers.</p> <p>Recall and talk about some rules for living in religious traditions</p>	<p>Suggest some ideas about good ways to treat others arising from their learning.</p> <p>Find out about at least two teachings from religions about how to live a good life.</p>

Taught topics

What is a Mosque for?	Why is Christmas a winter festival?	Judaism: Believing and Belonging	Why is Easter a Spring Festival?	Why did monks copy the Gospels by hand?	Ramadan and Eid
Pupils should be taught: <ul style="list-style-type: none"> • Full topic details in Stockton syllabus. • The concept of submission. • The concept of Ummah. 	Pupils should be taught: <ul style="list-style-type: none"> • Full topic details in Stockton syllabus. • Concept of incarnation. • Concept of revelation. • The Christian history. 	Pupils should be taught: <ul style="list-style-type: none"> • Full topic details in Stockton syllabus. • The concept of belonging. 	Pupils should be taught: <ul style="list-style-type: none"> • Full topic details in Stockton syllabus. • Concept of salvation. • Concept of revelation. • The gospel. 	Pupils should be taught: <ul style="list-style-type: none"> • Full topic details in Stockton syllabus. • The Christian history. • The gospel. • The concept of revelation. 	Pupils should be taught: <ul style="list-style-type: none"> • Full topic details in Stockton syllabus. • Concept of Ummah. • Concept of submission.

Vocabulary

Pupils should learn the following vocabulary-

Midwinter	Festival	Light	Diwali	Hanukah
Christingle	Nativity	Symbols	Rome	Christianity
Pre-Christian	Sign	Passover	Last Supper	Jewish
Jews	Slavery	Symbolic Food	New Life	Freedom
Death	Tomb	Resurrection	Bible	Law
Leviticus	Exodus	Gospel	Lindisfarne	Monks
Ramadan	Eid-Al-Fitr	Iftar	Fast	Mosque
Qur'an	Ummah	Muhammad	Quibla	Minaret
Sabbath	Kosher	Hanukah	Shabbat	Leviticus

Working scientifically

Pupils should be taught to use the following practical scientific methods, processes and skills **through the teaching of the programme of study content:**

asking relevant questions

setting up simple practical enquiries, comparative and fair tests

making accurate measurements using standard units, using a range of equipment, for example thermometers and data loggers

gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables

reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

using results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.

Content

States of matter	Sound	Living things and their habitats	Electricity	Animals, including humans
<p>compare and group materials together, according to whether they are solids, liquids or gases</p> <p>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>identify how sounds are made, associating some of them with something vibrating</p> <p>recognise that vibrations from sounds travel through a medium to the ear</p> <p>find patterns between the pitch of a sound and features of the object that produced it</p> <p>find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>recognise that living things can be grouped in a variety of ways</p> <p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things</p>	<p>identify common appliances that run on electricity</p> <p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>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</p> <p>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>describe the simple functions of the basic parts of the digestive system in humans</p> <p>identify the different types of teeth in humans and their simple functions</p> <p>construct and interpret a variety of food chains, identifying producers, predators and prey</p>

Taught topics					
Scientific investigations	Animals including humans	Electricity	Living things and their habitats	Sound	States of Matter
Pupils should be taught: <ul style="list-style-type: none"> • How far can an arrow travel? 2 – 3 days • What are catapults for? 1 – 2 days 	Pupils should be taught: <ul style="list-style-type: none"> • Ensure all objective outlines above are covered. • How do smells get up your nose? 4 hrs • What is spit for? 3 hrs • How does toothpaste protect teeth? 3hrs • Where does the food come from for a tiger? • Where does my food go? 	Pupils should be taught: <ul style="list-style-type: none"> • Ensure all objective outlines above are covered. • How can I stop the bulb lighting up? • How can I keep something warm? 	Pupils should be taught: <ul style="list-style-type: none"> • Ensure all objective outlines above are covered. • How does environmental changes impact on living things? • What is the difference between a snake and a lizard? 	Pupils should be taught: <ul style="list-style-type: none"> • Ensure all objective outlines above are covered. • Can I make a telephone? • What are vibrations? 	Pupils should be taught: <ul style="list-style-type: none"> • Ensure all objective outlines above are covered. • Is custard a liquid? 1 hr • Are all liquids runny? 3 hrs • Where does rain come from?
Vocabulary					
Living things and habitats	Classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate				
Animals and humans	Digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus, teeth, incisor, canine, molar, premolars, herbivore, carnivore, omnivore, producer, predator, prey, food chain				
Electricity	Electricity, electrical appliance/device, mains, plug, electrical circuit, complete circuit, component, cell, battery, positive, negative, connect/connections, loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator, metal, non-metal, symbol				
Sound	Sound, source, vibrate, vibration, travel, pitch (high, low), volume, faint, loud, insulation				
States of matter	Solid, liquid, gas, state change, melting, freezing, melting point, boiling point, evaporation, temperature, water cycle				