

**Scholar Green Primary School**

**Year 4 Progression Model**

	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary – T2/T3</b>
<b>History</b>	<p>To know about Ancient Greek life.</p> <p>western world Democracy Philosophy Olympic Games Athens Parthenon Acropolis</p> <p>To know their achievements and their influence on the western world.</p> <p>To know the impact of the Roman Empire on Britain.</p> <p>Julius Caesar Claudius <b>invasion</b> <b>Conquest</b> <b>resistance</b> Boudica Romanisation <b>Hypocaust</b> Viaduct /aqueduct Gladiator Coliseum Amphitheatre Hadrian's wall</p>	<p><u>Understand Chronology</u></p> <ul style="list-style-type: none"> <li>• To understand the concept of change over time.</li> <li>• To use dates and terms to describe events.</li> <li>• To understand concept of BC and AD.</li> <li>• To have a clear understanding of duration between events.</li> </ul> <p><u>Investigate and interpret the past</u></p> <ul style="list-style-type: none"> <li>• To make <b>deductions</b> and <b>justify</b> with evidence.</li> <li>• To be able to identify <b>explicit</b> and <b>implicit</b> evidence from a source.</li> <li>• To suggest suitable sources of evidence for an enquiry.</li> <li>• To give reasons for and results of events and changes.</li> </ul>	<p><u>Communicate Historically</u></p> <ul style="list-style-type: none"> <li>• deduce</li> <li>• justify</li> <li>• continuity</li> <li>• explicit (evidence)</li> <li>• implicit (evidence)</li> </ul> <p><b>Ancient Greece</b></p> <p>Democracy</p> <p><b>Roman Empire and impact on Britain</b></p> <p>Invasion Hypocaust Conquest Resistance</p>
<b>Geography</b>	<b>Location Knowledge</b>	<b>Geographical skills and fieldwork</b>	Condensation

	<ul style="list-style-type: none"> <li>To know the name of some of the world's countries with a focus on Europe inc. Russia.</li> <li>To know the name of major cities of Europe.</li> <li>To know the significance of the tropics of cancer and Capricorn.</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>To know and understand geographical similarities and differences through the study of human and physical geography a region of the UK and a region in a European country (Russia)</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>To know and understand key aspects of: Water cycle Rivers Land use</li> </ul> <p>Water cycle Rivers <b>Condensation</b> <b>Evaporation</b> <b>Precipitation</b> <b>Transportation</b> <b>Erosion</b> River bed Load <b>Deposition</b> River beach River cliff Flow Up-stream</p>	<ul style="list-style-type: none"> <li>To use maps, atlases or globes to: Locate the world's countries with a focus on Europe inc. Russia.</li> <li>Locate major cities of Europe.</li> <li>Identify position of the tropics of cancer and Capricorn.</li> </ul> <ul style="list-style-type: none"> <li>To use 4-figure grid references</li> <li>To use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies:</li> <li>To follow a route on a large scale map</li> <li>To identify features on an aerial photograph or computer map</li> <li>To recognise and use OS map symbols, including completion of a key and understanding why it is important</li> <li>To draw a sketch map from a viewpoint (e.g. forest school/rivers)</li> </ul>	<p>Evaporation Precipitation Transportation Erosion Deposition Tributary confluence Meander Estuary</p>
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	Down-stream <b>Tributary confluence</b> <b>Meander</b> <b>Estuary</b> Source Mouth		
<b>Music</b>	<p><b><u>Listen &amp; Appraise</u></b></p> <ul style="list-style-type: none"> <li>To know how music can express different intentions.</li> </ul> <p>Chopin Abba Gospel Rap Religious Music Beatles</p> <p><b><u>Musical Activities (Including Pulse &amp; Rhythm)</u></b></p> <ul style="list-style-type: none"> <li>To know that repeated patterns are used in a variety of music.</li> </ul> <p><b><u>Singing &amp; Voice</u></b></p> <ul style="list-style-type: none"> <li>To know how to sing songs in unison showing control and expression.</li> </ul> <p><b><u>Playing instruments</u></b></p> <ul style="list-style-type: none"> <li>To know how to play a range of instruments with control so they sound clear.</li> </ul> <p><b><u>Improvisation</u></b></p> <ul style="list-style-type: none"> <li>To know how to <b>improvise</b> using instruments and voice.</li> </ul>	<p><b><u>Listen &amp; Appraise</u></b></p> <ul style="list-style-type: none"> <li>Recognise and explore the ways sounds can be combined and used expressively and comment on this effect.</li> <li>Recognise how music can reflect different intentions.</li> </ul> <p><b><u>Musical Activities (Including Pulse &amp; Rhythm)</u></b></p> <ul style="list-style-type: none"> <li>Identify and recall rhythmic and melodic patterns.</li> <li>Identify repeated patterns used in a variety of music (<b>Ostinato</b>).</li> </ul> <p><b><u>Singing &amp; Voice</u></b></p> <ul style="list-style-type: none"> <li>Sing in <b>unison</b> maintaining the correct pitch and using increasing <b>expression</b>.</li> <li>Sing songs and create different vocal effects.</li> <li>Understand how mouth shapes can affect voice sounds.</li> <li>Internalise sounds by singing parts of a song 'in their heads'</li> <li>Sing expressively with awareness and control of the expressive elements, e.g. <b>timbre</b>, <b>tempo</b>, <b>dynamics</b>.</li> </ul> <p><b><u>Playing instruments</u></b></p> <ul style="list-style-type: none"> <li>Choose instruments on the basis of internalised sounds.</li> </ul>	Expression Unison Melody/Melodic

	<p><b><u>Composition</u></b></p> <ul style="list-style-type: none"> <li>To know how to use sounds and words to create an effect.</li> </ul> <p><b><u>Perform &amp; Share</u></b></p> <ul style="list-style-type: none"> <li>To know how to perform with an awareness of others.</li> </ul>	<ul style="list-style-type: none"> <li>Identify <b>melodic</b> phrases and play them by ear.</li> <li>Play notes on instruments with care so they sound clear.</li> </ul> <p><b><u>Improvisation</u></b></p> <ul style="list-style-type: none"> <li>Sing, play and copy back-progress to using instruments (2 notes).</li> <li>Play and improvise using instruments and voice.</li> </ul> <p><b><u>Composition</u></b></p> <ul style="list-style-type: none"> <li>Create descriptive music in pairs or small groups.</li> <li>Create lyrics to a rap on a given topic in pairs or small group.</li> <li>Record their ideas using real or invented symbols.</li> </ul> <p><b><u>Perform &amp; Share</u></b></p> <ul style="list-style-type: none"> <li>Perform with an awareness of different parts.</li> <li>Perform with an awareness of what others are singing/playing.</li> </ul>	
PSHE and RSE	<p><b><u>Relationships</u></b></p> <p><b>Families &amp; Friendships –</b></p> <ul style="list-style-type: none"> <li>about the features of positive healthy friendships such as <b>mutual</b> respect, trust and sharing interests</li> <li>strategies to build positive friendships</li> <li>how to seek support with relationships if they feel lonely or excluded</li> <li>how to communicate respectfully with friends when using digital devices</li> <li>how knowing someone online differs from knowing someone face to face and that</li> </ul>	<p><b><u>Relationships</u></b></p> <p><b>Families &amp; Friendships –</b></p> <ul style="list-style-type: none"> <li>I can describe what a good friendship needs &amp; I know how to achieve this</li> <li>I can say who I could turn to if I felt lonely or <b>excluded</b> both at home and at school</li> <li>I can tell you how I behave online to show my friends I respect them</li> <li>I can explain why a face to face relationship is different o an online one</li> <li>I can tell you some of the risks associated with an online friendship, especially with someone I have never met</li> </ul>	<ul style="list-style-type: none"> <li>exclude</li> <li>compassion</li> <li>mutual</li> </ul>

	<p>there are risks in communicating with someone they don't know</p> <ul style="list-style-type: none"> <li>• what to do or whom to tell if they are worried about any contact online</li> </ul> <p><b>Safe Relationships –</b></p> <ul style="list-style-type: none"> <li>• to differentiate between playful teasing, hurtful behaviour and bullying, including online</li> <li>• how to respond if they witness or experience hurtful behaviour or bullying, including online</li> <li>• recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>• how to manage pressures associated with dares</li> <li>• when it is right to keep or break a confidence or share a secret</li> <li>• how to recognise risks online such as harmful content or contact</li> <li>• how people may behave differently online including pretending to be someone they are not</li> <li>• how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</li> </ul> <p><b>Respecting ourselves and others -</b></p> <ul style="list-style-type: none"> <li>• to recognise differences between people such as gender, race, faith</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell you who I would talk to (home and school) if I was worried about online friendships/conversations</li> <li>• I can tell you how I would report anything online that worried me</li> </ul> <p><b>Safe Relationships –</b></p> <ul style="list-style-type: none"> <li>• I can explain the difference between friendly teasing and hurtful/bullying behaviour – including online</li> <li>• I can tell you what I would do if I saw/heard/experienced any form of bullying including online</li> <li>• I can tell you what a dare is</li> <li>• I can explain the difference between a fun dare/challenge and a risky one. I know somethings I could do if I was worried about a dare.</li> <li>• I can tell you some occasions when I might keep or share a secret that has been told to me</li> <li>• I can explain why some people may behave differently online and how this could lead to risky situations</li> <li>• I can tell you how I would report anything online that worried me</li> </ul> <p><b>Respecting ourselves and others –</b></p> <ul style="list-style-type: none"> <li>• I can tell you some of the ways people are different including gender, race and religious beliefs</li> <li>• I can tell you how I am similar to other people in my beliefs and values</li> </ul>	
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	<ul style="list-style-type: none"> <li>• to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li> <li>• about the importance of respecting the differences and similarities between people</li> <li>• a vocabulary to sensitively discuss difference and include everyone</li> </ul> <p><b><u>Living in the Wider World</u></b></p> <p><b><u>Belonging to a community</u></b></p> <ul style="list-style-type: none"> <li>• the meaning and benefits of living in a community</li> <li>• to recognise that they belong to different communities as well as the school community</li> <li>• about the different groups that make up and contribute to a community</li> <li>• about the individuals and groups that help the local community, including through volunteering and work</li> <li>• how to show compassion towards others in need and the shared responsibilities of caring for them</li> </ul> <p><b><u>Media literacy and digital resilience</u></b></p> <ul style="list-style-type: none"> <li>• that everything shared online has a digital footprint</li> <li>• that organisations can use personal information to encourage people to buy things</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain why having a different gender, race, faith etc. is OK and should be respected</li> <li>• I can say some words that might be used to describe other people</li> </ul> <p><b><u>Living in the Wider World</u></b></p> <p><b><u>Belonging to a community</u></b></p> <ul style="list-style-type: none"> <li>• I know what the term community means and can tell you some of the benefits of living in one</li> <li>• I can tell you some of the different communities I belong to</li> <li>• I can explain that different groups make up and contribute to different communities (different classes within school, different councils within school, cub/beavers/scouts = one community etc.)</li> <li>• I can tell you about some of the different individuals/groups that help in our community – including volunteers</li> <li>• I can explain why we need to show compassion towards people in need and how as a community and an individual we have a responsibility to care for them</li> </ul> <p><b><u>Media literacy and digital resilience</u></b></p> <ul style="list-style-type: none"> <li>• I can explain that everything I see or do on the internet has a footprint</li> <li>• I am beginning to understand how my personal information could be used by companies to encourage me to buy things</li> <li>• I can spot an online advert and explain what they look like</li> <li>• I can see the difference between factual reports and advertising online</li> <li>• I can see why online adverts might encourage people to buy things</li> </ul>	
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	<ul style="list-style-type: none"> <li>• to recognise what online adverts look like</li> <li>• to compare content shared for factual purposes and for advertising</li> <li>• why people might choose to buy or not buy something online e.g. from seeing an advert</li> <li>• that search results are ordered based on the popularity of the website and that this can affect what information people access</li> </ul> <p><b>Money and work</b></p> <ul style="list-style-type: none"> <li>• how people make different spending decisions based on their budget, values and needs</li> <li>• how to keep track of money and why it is important to know how much is being spent</li> <li>• about different ways to pay for things such as cash, cards, e-payment and the reasons for using them</li> <li>• that how people spend money can have positive or negative effects on others e.g. charities, single use plastics</li> </ul> <p><b><u>Health &amp; Well – Being</u></b>  <b>Physical health and mental well-being</b></p> <ul style="list-style-type: none"> <li>• to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</li> <li>• what good physical health means and how to recognise early signs of physical illness</li> </ul>	<ul style="list-style-type: none"> <li>• I understand that search results are in an order, I can explain the order and why this could affect what people see/buy/access</li> </ul> <p><b>Money and work</b></p> <ul style="list-style-type: none"> <li>• I can explain why people with more/less money buy different things and how this relates to needs and wants</li> <li>• I can explain how I look after my money.</li> <li>• I can tell you some ways people look after their money and why it is important to know how much you are spending</li> <li>• I can name several different ways adults can pay for things</li> <li>• I can explain some of the benefits of being able to pay for things in different ways</li> <li>• I can tell you why how money is spent can benefit or harm others or the environment (charities, single use plastics)</li> </ul> <p><b><u>Health &amp; Well-Being</u></b>  <b>Physical health and mental well-being</b></p> <ul style="list-style-type: none"> <li>• I can tell what I need to do to be healthy both physically and mentally</li> <li>• I can explain what it means to be physically healthy</li> <li>• I can say some of the signs of not being well physically</li> <li>• I understand that most common illnesses can be treated/helped by the right medicine or a visit to the doctor.</li> <li>• I understand that I need to clean my teeth regularly and visit a dentist regularly</li> </ul>	
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	<ul style="list-style-type: none"> <li>• that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> <li>• how to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>• the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</li> </ul> <p><b>Growing and changing</b></p> <ul style="list-style-type: none"> <li>• how to identify external genitalia and reproductive organs</li> <li>• about the physical and emotional changes during puberty</li> <li>• key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</li> <li>• strategies to manage the changes during puberty including menstruation</li> <li>• the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>• how to discuss the challenges of puberty with a trusted adult</li> <li>• how to get information, help and advice about puberty</li> </ul> <p><b>Keeping safe</b></p> <ul style="list-style-type: none"> <li>• the importance of taking medicines correctly and using household products safely</li> </ul>	<ul style="list-style-type: none"> <li>• I understand how to floss my teeth and why this is important</li> <li>• I can tell you some foods/drinks that are not good for my teeth and why</li> </ul> <p><b>Growing and changing</b></p> <ul style="list-style-type: none"> <li>• I can name/label external genitalia and reproductive organs</li> <li>• I can say some of the emotional changes that may happen during puberty</li> <li>• I can say some of the physical changes that may happen during puberty</li> <li>• I can explain the important facts about the menstruation cycle. I can tell you some things about wellbeing during this time.</li> <li>• I can explain what an erection is and what a wet dream is</li> <li>• I can tell you about personal hygiene during puberty and how often I should use a deodorant</li> <li>• I am gaining in confidence about talking about personal issues with a trusted adult</li> <li>• I can tell you different ways/places I can get advice or support if I am worried about puberty</li> </ul> <p><b>Keeping safe</b></p> <ul style="list-style-type: none"> <li>• I can explain why medicines need to be taken correctly and what might happen if they are not</li> <li>• I can tell you some household products (e.g. bleach) that need to be used safely and why</li> <li>• I can explain what is meant by the term drug</li> <li>• I can name some of the commonly available drugs that are harmful to me (alcohol, vaping, e-cigarettes and some medicines)</li> </ul>	
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	<ul style="list-style-type: none"> <li>• to recognise what is meant by a 'drug'</li> <li>• that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</li> <li>• to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li> <li>• to identify some of the risks associated with drugs common to everyday life</li> <li>• that for some people using drugs can become a habit which is difficult to break</li> <li>• how to ask for help or advice</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell you the risks associated with these drugs. I understand that all drugs, including prescribed medicines, can be harmful</li> <li>• I can tell you why some people find stopping taking/using drugs difficult – addiction</li> </ul> <p>I can tell you who could help me if I had a problem</p>	
<b>Computing</b>	<p style="text-align: center;"><b>Computer Science</b> (Programming, Coding, Algorithms)</p> <ul style="list-style-type: none"> <li>• To know what Object, Action, Output, Control and Event are in computer programming.</li> <li>• To know which commands they included in their program and what they achieve.</li> <li>• To know how to use 'If/else' statements.</li> <li>• To understand what a variable is in programming.</li> <li>• To know what steps I need to follow to debug a program.</li> <li>• To know what they did so that their computer program would not work.</li> <li>• To know what a variable is when used in programming.</li> <li>• To know how they made their program change the number every second.</li> <li>• To know what the different instructions are in Logo and how to type them.</li> </ul>	<p style="text-align: center;"><b>Computer Science</b> (Programming, Coding, Algorithms)</p> <ul style="list-style-type: none"> <li>• Design and write a program that accomplishes a specific goal.</li> <li>• Use <b>variables</b> and 'If/else' statements.</li> <li>• Set/change the variable values appropriately.</li> <li>• Use <b>repetition</b> and user input.</li> <li>• Make a character respond to user keyboard input.</li> <li>• Debug.</li> <li>• Debug their partner's program.</li> <li>• Work with variables.</li> <li>• Create a timer.</li> <li>• Create an <b>algorithm</b> modelling the sequence of a simple event.</li> <li>• Manipulate graphics in the design view to achieve the desired look for the program.</li> <li>• Use an algorithm when making a simulation of an event on the computer.</li> <li>• Input simple instructions on Logo.</li> </ul>	Variable Repetition algorithm

	<ul style="list-style-type: none"> <li>• To know some of the language of Logo.</li> <li>• To know how to use Logo to write letters.</li> <li>• To know how to use the build feature in Logo.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow simple instructions to create shapes on Logo.</li> <li>• Write Logo instructions for a word of four letters.</li> <li>• Use the repeat function in Logo.</li> <li>• Use the build feature in Logo.</li> <li>• Create 'flowers' using Logo.</li> </ul>	
	<p><b>Information Technology</b> (Data representation/ handling)</p> <ul style="list-style-type: none"> <li>• To know how to use the formula wizard and add formulae and explore formatting cells.</li> <li>• To know how to use data to create a line graph.</li> <li>• To know how to use a spreadsheet for budgeting</li> <li>• To know how to use place value in spreadsheets.</li> <li>• To know how to write for different purposes.</li> <li>• To know if a piece of writing is suitable for its audience.</li> <li>• To know what makes a good animated film or cartoon.</li> <li>• To know how animations are created by hand.</li> <li>• To know what the onion skinning tool does in animation.</li> <li>• To know what stop motion animation is and how it is created.</li> </ul>	<p><b>Information Technology</b> (Data representation/ handling)</p> <ul style="list-style-type: none"> <li>• Add a formula to a cell.</li> <li>• Use formatting tools to format numbers.</li> <li>• Use the timer, random number and spin button.</li> <li>• Create a line graph using data in a spreadsheet.</li> <li>• Use a spreadsheet to help plan actions.</li> <li>• Use the currency format.</li> <li>• Allocate values to images.</li> <li>• Use text formatting to make a piece of writing fit for its audience and purpose.</li> <li>• Write a newspaper report.</li> <li>• Mind-map ideas.</li> <li>• Use ideas to write a persuasive letter or poster.</li> <li>• Create a simple animation using a flick book.</li> <li>• Make a simple animation.</li> <li>• Use the onion skin tool to create an animated image.</li> <li>• Add backgrounds and sounds to animations.</li> <li>• Use ideas from existing stop motion films to create their own animation.</li> <li>• Share their animation.</li> <li>• Structure search queries to locate specific information.</li> <li>• Use a search to answer a series of questions.</li> </ul>	

	<ul style="list-style-type: none"> <li>To know how to locate information on the search results page.</li> </ul>		
	<p><b>Digital Literacy</b> (Online Safety, uses of Technology)</p> <ul style="list-style-type: none"> <li>To know about online safety.</li> <li>To know the name of the different parts of a desk top.</li> <li>To know the function of the different parts of a computer.</li> <li>To know whether an information source is true and reliable.</li> </ul>	<p><b>Digital Literacy</b> (Online Safety, uses of Technology)</p> <ul style="list-style-type: none"> <li>Share knowledge of online safety.</li> <li>Create a presentation and information materials on online safety.</li> <li>Investigate ways to share this information online.</li> <li>Name and identify the different parts of a desktop computer.</li> <li>Create a leaflet to show the function parts of a computer.</li> <li>Analyse the contents of a web page for clues about the <b>credibility</b> of the information.</li> </ul>	credibility
R.E	<p><b><u>Christianity</u></b></p> <ul style="list-style-type: none"> <li>To know what <b>salvation</b> is.</li> <li>To know what a bible is and how Christians use the bible.</li> </ul> <p><b><u>Islam</u></b></p> <ul style="list-style-type: none"> <li>To know the key facts from the ‘Night of Power’ Muhammad’s (pbuh) revelation.</li> <li>To know what the Qur’an is and how it relates to Islam.</li> <li>Explain how Muslims organisations help people in need.</li> <li>To know about two Muslim artefacts (e.g. Qur’an stand and Prayer mat);</li> </ul>	<p><b><u>Christianity</u></b></p> <ul style="list-style-type: none"> <li>To explain with reference to the creative arts how God has a salvation plan for humans.</li> <li>To explain how the bible is used in the local church by Christians for <b>guidance, devotion &amp; inspiration</b>.</li> </ul> <p><b><u>Islam</u></b></p> <ul style="list-style-type: none"> <li>Recall five key facts about the story of the ‘Night of Power’ Muhammad’s (pbuh) first <b>revelation</b>. For example, Muhammad (pbuh) received messages from God; He told everyone that he was speaking words God gave him; people wrote them down exactly; the words later became the Qur’an and afterwards Muhammad (pbuh) became known to all Muslims as the ‘Prophet of God’.</li> </ul>	<p>As in previous year and</p> <p><b><u>Christianity</u></b> Salvation Guidance Devotion Inspiration</p> <p><b><u>Islam</u></b> Revelation</p>

	<p>fasting during Ramadan and the celebration of Id-ul-Fitr.</p> <p><b><u>Judaism</u></b></p> <ul style="list-style-type: none"> <li>To know about three Jewish festivals e.g. Passover; Yom Kippur or Rosh Hashanah.</li> <li>To know some of the key events in a Jew's life (eg Bat/Bar Mitzvah).</li> <li>To know why some of the key events in a Jew's life are important to Jews.</li> <li>To know about the 'covenant' God make with the Jews.</li> </ul> <p><b><u>Cross Religious / Non-Religious Viewpoint</u></b></p> <ul style="list-style-type: none"> <li>To know what the Christian, Jewish and Muslim ideas of God are.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise a Qur'an and identify it with Islam. Explain how and why Muslims treat it with respect and believe it to be the exact words of 'Allah' (God).</li> <li>Make be able to make a link between two Muslim artefacts (e.g. Qur'an stand and Prayer mat); fasting during Ramadan and the celebration of Id-ul-Fitr.</li> </ul> <p><b><u>Judaism</u></b></p> <ul style="list-style-type: none"> <li>To describe three key ways in which Jews celebrate. Explain why at least one festival is important, e.g. Passover; Yom Kippur or Rosh Hashanah.</li> <li>To explain the key events in a Jew's life (e.g. Bat/Bar Mitzvah) and suggest why they are important to Jews.</li> <li>To explain at least 2 key aspects of the 'covenant' God made with the Jews making reference to key texts e.g. Abraham.</li> </ul> <p><b><u>Cross Religious / Non-Religious Viewpoints</u></b></p> <ul style="list-style-type: none"> <li>To compare and contrast the Christian, Jewish &amp; Muslim ideas of God linking their ideas in with other secular views &amp; perspectives.</li> <li>Ask simple questions about the decisions people make and suggest what might happen as a result of different decisions. Make simple connections between questions, beliefs and answers.</li> <li>Raise relevant questions in response to material studied and suggest answers using reasons to support their views. Make reflective links between own experiences &amp; material studied.</li> </ul>	<p><b><u>Judaism</u></b></p> <p><b><u>Cross Religious / Non-Religious Viewpoints</u></b></p>
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<b>Art &amp; Design</b> Collage	-To know that different techniques create different effects in their collages, (tessellation).	-To select colours and materials to create effect, giving reasons for their choices. -To continue to learn and practise a variety of techniques – tessellation. To develop skills in cutting and joining. -To use a range of materials to create a collage.	techniques tessellation
Printing	-To know what relief printing is. -To know what mono printing is. -To know how to layer colours in a print.	-To use more than one colour to layer in a print. -To design and create printing tiles (relief printing). -To begin to develop techniques in mono and relief printing. -To replicate patterns from observations. -To make repeated patterns with precision.	techniques replicate
Sculpture	-To know and name recycled, natural and manmade materials. -To know how to join pieces together.	-To select colours and materials to create effect, giving reasons for their choices. -To use recycled, natural and manmade materials to create a sculpture. -To construct a simple base for extending and modelling a sculpture. -To adapt work as and when necessary and explain why. -To begin to gain more confidence in 3D art.	recycled natural manmade
Study great artists, craft makers, architects and designers	-To know about the work of a famous, notable artist or designer Maurits Escher – Collage William Morris – printing Leo Sewell - sculpture	-To describe the work of a famous, notable artist or designer Maurits Escher – Collage William Morris – printing Leo Sewell - sculpture <hr/> -To replicate some of the techniques used by notable artists or designers. -To express an opinion on the work of famous, notable artists and refer to techniques and effect. -To identify the techniques used by different artists. -To discuss the artist's main message in their art.	replicate techniques opinion effect message
<b>MFL</b>	To know how to describe an object in French	<b>Speaking</b> Name and describes places and objects	

	<p>To use language to explain how to get around a town in French</p> <p>To know how to use language to describe movement</p> <p>To know language about going shopping</p> <p>To know language about the world</p> <p>To know language about holidays and hobbies</p>	<p>Start to speak in sentences</p> <p>Choose the right word to complete a short sentence</p> <p>Give a response using a short phrase.</p> <p><b><u>Reading</u></b></p> <p>Read and understand short phrases</p> <p><b><u>Writing</u></b></p> <p>Write phrases from memory.</p> <p>Write what they like/dislike about a topic</p> <p>Un magasin [a store],</p> <p>Une ecole [school]</p> <p>Une eglise [a church]</p> <p>Un muse [a museum]</p> <p>Une boulangerie [a bakery]</p> <p>Une piscine [swimming pool]</p> <p>Une gare [a train station]</p> <p>Une patisserie [a pastry]</p> <p>Un café [a coffee]</p> <p>Un supermarche [a supermarket]</p> <p>Un cinema [cinema]</p> <p>Un parc [park]</p> <p>Un theatre [theatre]</p> <p>Un marche [a market]</p> <p>Quelle est ton adresse? [What is your address?]</p> <p>Mon adresse est [My address is]</p> <p>Lac [lake]</p> <p>Montagne [mountain]</p> <p>Soleil [sun]</p> <p>Hopital [hospital]</p> <p>Bois [wood]</p> <p>Arbre [tree]</p> <p>Singe [monkey]</p> <p>Chameau [animals]</p> <p>Plage [beach]</p> <p>Mairie [town hall]</p> <p>Ferme [closed]</p>	
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<b>Outdoor Learning</b>	<p> <b>Shelter and Art</b>  To know different styles of shelter  To know how to make furniture for a shelter.  <b>Fire and Drama/Music</b>  To understand the fire triangle (oxygen, heat, fuel)  <b>Water and Nature</b>  To know how to make an underwater viewer </p>	<p> <b>Shelter and Art</b>  To create a variety of different, natural shelters  To create furniture  <b>Fire and Drama/Music</b>  To boil water  To make a hot drink  To create a variety of musical instruments  <b>Water and Nature</b>  To go pond dipping </p>	

		To make and use underwater viewers	
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