



Together, we aim high; with God's love, we can fly.

St. Ann's Church of England Primary School

YEAR 4 LONG TERM PLAN 2020-21

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	<i>See English Long Term Plan</i>					
MATHEMATICS	<i>See Maths Long Term Plan</i>					
SCIENCE	<p>Animals Including Humans</p> <ul style="list-style-type: none"> describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey (GG4) (GG14,15) 	<p>Sound</p> <ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases(GG4) 	<p>Living Things and their Habitat</p> <ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose danger to living things (GG14,15) 	<p>Electricity</p> <ul style="list-style-type: none"> identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple circuit based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators 	<p>States of Matter</p> <ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or re-search the temperature at which this happens in degrees Celsius identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	
RE	Unit 4.1 – God David and the Psalms	Unit 4.2 – Christmas Symbolism	Unit 4.3 – Jesus Son of God	Unit 3.4 + 4.4 – Exploring Easter – Trust and Betrayal	Unit 4.5 – Are all Churches the same?	World Faith – Sacred Spaces

<p>PSHE, CITIZENSHIP & RSE (inc MH&WB)</p>	<p>Being Me in My World</p> <ul style="list-style-type: none"> I can explain how my behaviour can affect how others feel and behave. (GG16) (FBV: Individual Liberty) I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued. (GG16) (FBV: The Rule of Law) 	<p>Celebrating Difference</p> <ul style="list-style-type: none"> I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. (E&D: sexual orientation, religion, disability, race, gender assignment) (GG5) (A2) I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help. (E&D: sexual orientation, religion, disability, race, gender assignment) (GG5) (A2) (FBV: Tolerance of Different Cultures and Religions) 	<p>Dreams & Goals</p> <ul style="list-style-type: none"> I can explain the different ways that help me learn and what I need to do to improve. (GG5) (A2) V I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important. (E&D) (GG5) (A2) (FBV: Individual Liberty) 	<p>Healthy Me</p> <ul style="list-style-type: none"> I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help. (E&D) (GG5) (A2) I can express how being anxious/scared and unwell feels. (E&D) (GG5) (A2) 	<p>Relationships</p> <ul style="list-style-type: none"> I can explain how my life is influenced positively by people I know and also by people from other countries. (A2,13,14) I can explain why my choices might affect my family, friendships and people around the world who I don't know. (E&D) (GG5) (A2,13,14) 	<p>Changing Me</p> <ul style="list-style-type: none"> I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. (GG3) (A2) (FBV: Individual Liberty) I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings. (GG3) (A2) (FBV: Individual Liberty)
<p>COMPUTING</p>	<p>The Internet</p> <ul style="list-style-type: none"> I can describe the internet as a network of networks I can demonstrate how information is 	<p>Repetition in Shapes</p> <ul style="list-style-type: none"> I can program a computer by typing commands I can explain the effect of changing a value of a command I can create a code 	<p>Audio Editing</p> <ul style="list-style-type: none"> I can identify digital devices that can record sound and play it back I can identify the inputs and outputs required to play au- 	<p>Data Logging</p> <ul style="list-style-type: none"> I can choose a data set to answer a given question I can suggest questions that can be answered using a given data set 	<p>Repetition in Games</p> <ul style="list-style-type: none"> I can list an everyday task as a set of instructions including repetition I can predict 	<p>Photo Editing</p> <ul style="list-style-type: none"> I can identify changes that we can make to an image I can explore how images can be changed in real life I can explain the

	<p>shared across the internet</p> <ul style="list-style-type: none"> I can discuss why a network needs protecting I can describe the internet as a network of networks I can demonstrate how information is shared across the internet I can discuss why a network needs protecting (A3, 17,34) I can explain the types of media that can be shared on the WWW I can describe where websites are stored when uploaded to the WWW I can describe how to access websites on the WWW I can explain the types of media that can be shared on 	<p>snippet for a given purpose</p> <ul style="list-style-type: none"> I can use a template to draw what I want my program to do I can write an algorithm to produce a given outcome I can test my algorithm in a text-based language I can identify repetition in everyday tasks I can identify patterns in a sequence I can use a count-controlled loop to produce a given outcome I can identify the effect of changing the number of times a task is repeated I can predict the outcome of a program containing a count-controlled loop I can choose which values to change in a loop I can identify 'chunks' of actions in the real world I can use a proce- 	<p>dio or record sound</p> <ul style="list-style-type: none"> I can recognise the range of sounds that can be recorded I can use a device to record audio and play back sound I can suggest how to improve my recording I can discuss what other people include when recording sound for a podcast I can plan and write the content for a podcast I can discuss why it is useful to be able to save digital recordings I can save a digital recording as a file I can open a digital recording from a file I can discuss ways in which audio recordings can be altered I can edit sections of an audio recording I can discuss sounds that other people combine I can choose suitable sounds to in- 	<ul style="list-style-type: none"> I can identify data that can be gathered over time I can explain that sensors are input devices I can use data from a sensor to answer a given question I can identify that data from sensors can be recorded I can identify a suitable place to collect data I can identify the intervals used to collect data I can talk about the data that I have captured I can import a data set I can use a computer to view data in different ways I can use a computer program to sort data I can interpret data that has been collected using a data logger I can draw conclusions from the data that I have collected I can explain the 	<p>the outcome of a snippet of code</p> <ul style="list-style-type: none"> I can modify a snippet of code to create a given outcome I can modify loops to produce a given outcome I can choose when to use a count-controlled and an infinite loop I can recognise that some programming languages enable more than one process to be run at once I can choose which action will be repeated for each object I can explain what the outcome of the repeated action should be I can evaluate the effectiveness of the repeated se- 	<p>effect that editing can have on an image</p> <ul style="list-style-type: none"> I can explain what has changed in an edited image I can change the composition of an image by selecting parts of it I can consider why someone might want to change the composition of an image I can talk about changes made to images I can choose effects to make my image fit a scenario I can explain why my choices fit a scenario I can identify how an image has been retouched (A3) I can give examples of positive and negative effects that retouching can have on an image I can choose appropriate tools to retouch an image I can sort images into 'fake' or 'real'
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	<p>the WWW (A3, 17)</p> <ul style="list-style-type: none"> I can describe where websites are stored when uploaded to the WWW I can describe how to access websites on the WWW I can explain what media can be found on websites I can recognise that I can add content to the WWW I can explain that internet services can be used to create content online I can explain that websites and their content are created by people I can suggest who owns the content on websites I can explain that there are rules to protect content 	<p>dure in a program</p> <ul style="list-style-type: none"> I can explain that a computer can repeatedly call a procedure I can identify 'chunks' of actions in the real world I can use a procedure in a program I can explain that a computer can repeatedly call a procedure 	<p>clude in a podcast</p> <ul style="list-style-type: none"> I can use editing tools to arrange sections of audio I can explain that digital recordings need to be exported to share them I can discuss the features of a digital recording I like I can suggest improvements to a digital recording 	<p>benefits of using a data logger</p>	<p>quences used in my program</p> <ul style="list-style-type: none"> I can identify which parts of a loop can be changed I can explain the effect of my changes I can re-use existing code snippets on new sprites I can evaluate the use of repetition in a project I can select key parts of a given project to use in my own design I can develop my own design explaining what my project will do I can refine the algorithm in my design I can build a program that follows my design I can evaluate the steps I followed when 	<p>and explain my choices</p> <ul style="list-style-type: none"> I can combine parts of images to create new images I can talk about fake images around me (A3) I can consider the effect of adding other elements to my work I can compare the original image with my completed publication I can evaluate the impact of my publication on others through feedback
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	<ul style="list-style-type: none"> • I can explain that not everything on the World Wide Web is true • I can explain why some information I find online may not be honest, accurate, or legal • I can explain why I need to think carefully before I share or reshare content (GG3) (A36) 				building my project	
HISTORY	<p style="text-align: center;">Benin</p> <ul style="list-style-type: none"> • I know some events in African history and can sort them into chronological order. • I know events in African history and can sort them into different levels of significance and talk about how I came to my decisions. • I know some connections between Benin’s beliefs and the beliefs of another civilisation. (FBV: Tolerance of Different Cultures and Beliefs) • I know and can contrast one of Benin’s beliefs with the beliefs of our world today. (E&D: Religion and Belief) • I understand the significance the Benin Bronzes. • I know how attitudes towards African art have changed since the Victorian times. • I know how to compare and discuss the 	<p style="text-align: center;">Anglo Saxons and Vikings</p> <ul style="list-style-type: none"> • I know that the Anglo-Saxon era began in 410AD and ended in 1066AD. • I know where the Anglo-Saxons travelled from and where they first invaded in Britain. • I know that the Anglo-Saxons were actually three different tribes from three-different areas; the Angles, the Saxons and the Jutes. • I know that the Anglo-Saxons were invaders and settlers. • I know what different aspects of life in Anglo-Saxon Britain were like e.g. buildings, jobs, story-telling, clothes, jewellery, tools. • I know about the Anglo-Saxon heptarchy. • I know about the Anglo-Saxon conversion to Christianity. (E&D: Religion or Belief) (FBV: Tolerance of Different Cultures and 				

	<p>ways in which British and African history has been recorded.</p> <ul style="list-style-type: none"> • I know about Africa's oral tradition of history telling. • I know different versions of the story of Eweka. • I know a range of artefacts and say what they can teach us about life in the Benin Kingdom. • I know our knowledge of Benin is constructed from a range of sources and can name some of these. • I know similarities and differences between Tudor and Stuart Britain and Benin. • I know why British sailors went to Benin • I know about the Benin Punitive Expedition. • I know similarities and differences between Victorian Britain and Benin. E&D: Religion or Belief • I know by order of significance reasons why the Kingdom of Benin became a powerful empire and what led to its downfall. • I know and can label important places in the history of the Benin Kingdom on a map of Africa. • I know the scale (land mass) of Benin compared to England. • I know where West Africa is in relation to the equator. • I know standard symbols and keys for reading and creating maps. • I know how to use atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<p>Beliefs)</p> <ul style="list-style-type: none"> • I know that the Vikings first invaded Britain in 793AD at Lindisfarne. • I know where the Vikings travelled from and where they settled in Britain. • I know about the Danelaw. • I know about Viking life at this time in Britain e.g. Viking houses, jobs, life as a Viking child, Gods, paganism, celebrations. (E&D: Religion or Belief) • I know about some of the Anglo-Saxon kings (King Alfred and King Athelstan) and their impact on life in Britain. • I know how the Anglo-Saxon and Viking era came to an end in 1066AD. 			
GEOGRAPHY					<p style="text-align: center;">Coasts</p> <ul style="list-style-type: none"> • I can explain what a coastline is. • I can name, locate and describe characteristics of key coastlines in the UK • I can describe key features of a coastline.

					<ul style="list-style-type: none">• I can name and locate key topographical features. (GG15)• I can explain different coastal landforms and how they are formed.• I can describe the process of erosion, why it happens, what rock type it effects and its impact on people and places.• I can use fieldwork to observe, measure and record some of the features of the coastline.• I can consider how and why the coastline might have changed over time and compare different coastlines.• I can identify what difficulties coastal plants and animals may need to overcome.• I can identify the impact of humans on the coastal landscape.• I can describe physical features on the coast and how they have changed over time.• I can use maps, atlases and digital mapping to locate features of coasts.• I can describe ways to prevent or slow down coastal erosion and give examples from within the UK.• I can state 'Human Uses of the Coast'.• I understand that coasts have a range of habitats that support a range of wildlife.• I can explain which animals and plants live on the coastline. (GG13, 15)• I can identify how and why animals and plants have adapted to their coastal environment due to their habitats being in danger.• I can describe animal and plant adaptations have evolved.• I can link my learning to local history (Liverpool/Crosby beach).• To use a map to pull out human and physical features of an area. (GG6, 13, 15)
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<p>ART & DESIGN</p>	<p style="text-align: center;">Drawing</p> <ul style="list-style-type: none"> • I investigate and experiment with formal art elements (colour, pattern, texture, line, shape, form and space) to make drawings that convey meaning. • I can use different drawing techniques for different purposes such as hatching, scribbling, stippling, and blending. • I can draw in line with care (sometimes with a straight edge, sometime free hand) and in scale applying rules of simple perspective. • I know that objects have a third dimension and perspective. • I know how to use a sketchbook to support the development of a design over several stages. • I know how to use a viewfinder to select a view and visual clues in an image, then record what is in the frame. • I know about a selected artist and their work. 	<p style="text-align: center;">Painting</p> <ul style="list-style-type: none"> • I can successfully use shading to create mood and feeling in my paintings. • I can explore the effect on paint of adding water, glue, sand and sawdust. • I can begin to choose the appropriate media to work with, choosing paints and implements appropriately. • I can use light and dark within my paintings and show an understanding of complimentary colours. • I can use my sketchbook to collect visual information from different sources and to try out ideas and plan colours for future work. • I can start to look at working in the style o 	<p style="text-align: center;">Sculpture</p> <ul style="list-style-type: none"> • I can produce larger ware using pinch/ slab/ coil techniques. • I can make a slip to join two pieces of clay and construct a simple clay base for extending and modelling other shapes. • I can build in clay a functional form using two/ three building techniques. • I can create intricate surface patterns/ textures using rigid and plastic materials and a variety of tools. • I can construct a structure in linear or soft media before covering the surface to make a form. • I can design and make a 3D form as a maquette for a larger imagined piece and consider form/ function. • I can identify and assemble found materials to make a new form, carefully covering with papier mache. • I can scale a design up to a larger scale and work as part of a group to create a human scale structure or form. • I can work in a safe, organised way, caring for equipment.
<p>DESIGN & TECHNOLOGY</p>	<p style="text-align: center;">Enterprise Project</p> <p>Design</p> <ul style="list-style-type: none"> • I take the views of users' into account when designing my products. • I persuade others to take an interest in my product by using my persuasive writing skills that describe the qualities of my product. 	<p style="text-align: center;">DT Project</p> <p>Design</p> <ul style="list-style-type: none"> • generate two or more ideas by collecting and using information. • I produce step-by-step plans. • I communicate alternative ideas using words, labelled sketches and models showing that I 	<p style="text-align: center;">Cooking & Nutrition</p> <ul style="list-style-type: none"> • I select ingredients for my food product. (GG3) • My food product uses a selection of ingredients to meet an identified need (e.g. low gluten) (GG3) (GG4)

	<ul style="list-style-type: none"> • My product is fit for purpose and I improve it in response to a user's point of view. (GG9) <p>Make</p> <ul style="list-style-type: none"> • My products have an awareness of commercial appeal. (GG11) <p>Evaluate</p> <ul style="list-style-type: none"> • I reflect on my designs and develop them bearing in mind how they look and the way they will be used. • I identify what is working well and what can be improved. • I have considered how I will check if my design is successful. <p>Technical Knowledge.</p> <ul style="list-style-type: none"> • I have chosen components that can be controlled by switches. • My product is improved after testing. • I can explore ways to add a circuit in order to improve my product. • I use my science skills (resistance, batteries in series or parallel, variable resistance to dim lights or control speed) to alter the way my electrical products behave. • I can think of ways to add a circuit in order to improve my product. • I use precise electrical connections. (GG4) 		<p>am aware of the constraints of my design.</p> <p>Make</p> <ul style="list-style-type: none"> • I take time to ensure my finished product is of a high standard. • I show a good level of skill when using different tools. • I measure using mm and then use scoring, and folding to shape materials accurately with a focus on precision. • I apply a high quality finish (e.g. using carving, paint, glaze, varnish or other finishes). • I choose an appropriate method to make my product strong. • I ensure that edges are finished by sometimes adding other materials. (e.g. edging strips) • My methods of working are precise so that products have a high quality finish. <p>Evaluate</p> <ul style="list-style-type: none"> • I reflect on my designs and develop them bearing in mind how they look and the way they will be used. • I identify what is working well and what can be improved. • I have considered how I will check if my design is successful. (GG4) 			
PE	<p>Tag Rugby</p> <ul style="list-style-type: none"> • I can delay an opponent and help prevent the other team from scoring. • I can explain what happens to my body when I exercise and how this helps to make me healthy. • I can help my team keep possession and score tries when I play in attack 	<p>Football</p> <ul style="list-style-type: none"> • I can delay an opponent and help to prevent the other team from scoring • I can dribble, pass, receive and shoot the ball with increasing control • I can move to space to help my team to keep possession and score goals. • I can provide feedback using key ter- 	<p>Hockey</p> <ul style="list-style-type: none"> • I can delay an opponent and help to prevent the other team from scoring • I can dribble, pass, receive and shoot the ball with increasing control • I can move to space to help my team to keep possession and score goals • I can provide feedback using key ter- 	<p>Basketball</p> <ul style="list-style-type: none"> • I can delay an opponent and help to prevent the other team from scoring • I can dribble, pass, receive and shoot the ball with increasing control • I can move to space to help my team to keep possession and score goals • I can provide feedback using key ter- 	<p>Tennis</p> <ul style="list-style-type: none"> • I can communicate with my teammates to apply simple tactics • I can explain what happens to my body when I exercise and how this helps to make me healthy • I can provide feedback using key terminology and understand what I need to do to im- 	<p>Cricket</p> <ul style="list-style-type: none"> • I am able to bowl a ball with some accuracy and consistency • I am learning the rules of the game and I am beginning to use them to play honestly and fairly • I can communicate with my teammates to apply simple tactics • I can persevere

	<ul style="list-style-type: none"> • I can pass and receive the ball with increasing control. • I can provide feedback using key terminology and understand what I need to do to improve. • I can use simple tactics to help my team score or gain possession. • I share ideas and work with others to manage our game • I understand the rules of the game and I can use them often and honestly. <p style="text-align: center;">Gymnastics</p> <ul style="list-style-type: none"> • I can explain what happens to my body when I exercise and how this helps to make me healthy (GG3) • I can identify some muscle groups used in gymnastic activities • I can plan and perform sequences with a partner that include a change of level and shape • I can provide feedback using appropriate language relating to the lesson • I can safely perform 	<p>minology and understand what I need to do to improve</p> <ul style="list-style-type: none"> • I can use simple tactics to help my team score or gain possession • I share ideas and work with others to manage our game • I share ideas and work with others to manage our game <p style="text-align: center;">Yoga</p> <ul style="list-style-type: none"> • I can describe how yoga makes me feel and talk about the benefits of yoga (GG3) • I can link poses together to create a yoga flow • I can provide feedback using key terminology and understand what I need to do to improve • I can transition from pose to pose in time with my breath • I can work collaboratively and effectively with others • I demonstrate yoga poses which show clear shapes • I show increasing control and balance when moving from 	<p>minology and understand what I need to do to improve</p> <ul style="list-style-type: none"> • I can use simple tactics to help my team score or gain possession • I share ideas and work with others to manage our game • I understand the rules of the game and I can use them often and honestly <p style="text-align: center;">Dance</p> <ul style="list-style-type: none"> • I can choose actions and dynamics to convey a character or idea • I can copy and remember set choreography • I can provide feedback using appropriate language relating to the lesson • I can respond imaginatively to a range of stimuli relating to character and narrative • I can use changes in timing and spacing to develop a dance • I can use counts to keep in time with others and the music • I can use simple movement patterns 	<p>minology and understand what I need to do to improve</p> <ul style="list-style-type: none"> • I can use simple tactics to help my team score or gain possession • I share ideas and work with others to manage our game • I understand the rules of the game and I can use them often and honestly. <p style="text-align: center;">Netball</p> <ul style="list-style-type: none"> • I can defend one on one and known when to win the ball • I can explain what happens to my body when I exercise and how this helps to make me healthy • I can move to space to help my team to keep possession and score goals • I can pass, receive and shoot the ball with increasing control • I can provide feedback using key terminology and understand what I need to do to improve • I can use simple tactics to help my team score or gain 	<p>prove</p> <ul style="list-style-type: none"> • I can return to the ready position to defend my own court • I can sometimes play a continuous game • I can use a range of basic racket skills • I share ideas and work with others to manage our game • I understand the rules of the game and I can use them often and honestly. <p style="text-align: center;">Athletics</p> <ul style="list-style-type: none"> • I can demonstrate the difference in sprinting and jogging techniques • I can explain what happens in my body when I warm up (GG3) • I can identify when I was successful and what I need to do improve • I can jump for distance with balance and control • I can throw with some accuracy and power to target area • I show determination to improve my personal best • I support and en- 	<p>when learning a new skill</p> <ul style="list-style-type: none"> • I can provide feedback using key terminology and understand what I need to do to improve • I can strike a bowled ball after a bounce • I can use overarm and underarm throwing and catching skills with increasing accuracy • I share ideas and work with others to manage our game <p style="text-align: center;">Rounders</p> <ul style="list-style-type: none"> • I am able to bowl a ball with some accuracy and consistency • I am learning the rules of the game and I am beginning to use them to play honestly and fairly • I can communicate with my teammates to apply simple tactics • I can explain what happens to my body when I exercise and how this helps me to be healthy • I can provide feedback using key terminology and un-
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	<p>balances individually and with a partner</p> <ul style="list-style-type: none"> I can watch, describe and suggest possible improvements to others' performances and my own I understand how body tension can improve the control and quality of my movements 	<p>one pose to another</p>	<p>to structure dance phrases on my own with a partner or group</p> <ul style="list-style-type: none"> I show respect for others when working as a group and watching others perform. 	<p>possession</p> <ul style="list-style-type: none"> I share ideas and work with others to manage our game I understand the rules of the game and I can use them often and honestly 	<p>courage others to work to their best</p> <ul style="list-style-type: none"> 	<p>derstand what I need to do to improve</p> <ul style="list-style-type: none"> I can strike a bowled ball with adapted equipment I can use overarm and underarm throwing and catching skills with increasing accuracy I share ideas and work with others to manage my team
MUSIC	<p>Here's Your Instrument</p> <ul style="list-style-type: none"> Need help and support to maintain a steady pulse and need further development of musical memory in order to accurately reproduce melodic and rhythmic phrases. Need further practice and help in order to produce a consistent sound from their instrument. 	<p>Reading Music</p> <ul style="list-style-type: none"> Need further practice and help in order to produce a consistent sound from their instrument across the range of notes covered so far. Contribute to small group work. 	<p>Reaching New Heights</p> <ul style="list-style-type: none"> Be confident producing sounds within a limited range of notes, and using limited articulations. Whilst contributing to small group work, not yet have the confidence to undertake musical leadership, and need help to structure their work into a recognisable form. Need continued leadership in carrying out a warm-up routine in preparation for performance on their instrument. 	<p>Make it Your Own!</p> <ul style="list-style-type: none"> Maintain an independent part vocally or in an instrumental ensemble. Maintain confidence in performance situations. Consistently use and retain new instrumental technical information i.e. new valve / slide position. 	<p>Fantastic 5s</p> <ul style="list-style-type: none"> Interpret more complex notations. Maintain a part in a multi-layered piece. Relate aspects of music that they hear to their own compositions and performances. Prepare themselves individually for performance. Incorporate appropriate sounds and styles into their group compositions. 	<p>Time to Shine</p> <ul style="list-style-type: none"> Understand the need for detailed preparation of music for performance. Maintain an improvisation without losing the pulse or develop a response in musical phrases. Incorporate appropriate and / or experimental sounds and styles into their group compositions.
MODERN FOREIGN LANGUAGE	<p>Welcome to School Super Learners</p> <ul style="list-style-type: none"> Welcome <p>FBV: Tolerance of Different Cultures and Religions</p>	<p>My local area, your local area</p> <ul style="list-style-type: none"> Robots, commands, actions Shops, signs, directions 	<p>Family tree and faces</p> <ul style="list-style-type: none"> Epiphany time again Meet the alien family <p>FBV: Tolerance of Different Cultures</p>	<p>Celebrating carnival/body parts</p> <ul style="list-style-type: none"> Carnival of animals Body parts and aliens Alien family 'Easter 	<p>Feeling Unwell/ Jungle Animals</p> <ul style="list-style-type: none"> I don't feel well Walking through the jungle (story and rhyme) plus 	<p>Summer Time</p> <ul style="list-style-type: none"> Weather plus Enormous turnip performance story Ice creams and simple ice cream

		<ul style="list-style-type: none"> Let's sparkle Xmas poem FBV: Tolerance of Different Cultures and Religions 	and Religions	egg hunt' FBV: Tolerance of Different Cultures and Religions	dragons and unicorns animal descriptions FBV: Tolerance of Different Cultures and Religions	roleplay FBV: Tolerance of Different Cultures and Religions
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For objectives taught within each unit of work, please refer to individual subject Long Term Plans

<https://www.rainhillstanns.co.uk/page/?title=Curriculum&pid=7>

Links

FBV: Fundamental British Value

E&D: Equality & Diversity

GG: Global Goal

A??: UNICEF Article