



## Year group 4 : Learning in each half term This MUST cover everything in the long-term coverage document.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic title?</b>	<b>Roman Britain</b>		<b>Habitats</b>		<b>Ancient Egyptians</b>	
	<b>Roman Invasion</b>	<b>Boudicca's Revolt</b>	<b>Biomes</b>			<b>Rivers?</b>
<b>Hook/Special events/trips</b>	<b>Ancient Technology Centre Cranborne</b>	<b>Maiden Castle/Badbury rings or a hill fort</b>				
<b>Core text</b>	<b>Romans on the Rampage - Jeremy Strong</b>		<b>Journey to the Centre of the Earth - Pauline francis</b>		<b>Secrets of a Sun King - Emma Carroll</b>	
<b>Class texts</b>		<p>Revolt against the Romans</p> <p>Roman Diary: The journal of Iliona a Young Slave (we have used as guided reading text this year)</p> <p>Escape from Pompeii</p> <p>Sleeping Sword - Michael Morpurgo</p>		<p>Shorter texts linked to biomes:                      Little brown bushrat                      Dougal the deep sea diver                      Meerkat mail (nice for different types of letters back too...)                      Ben's magic telescope                      the magic bed                      the great kapok tree.</p> <p>shorter texts linked to PSHE:                      Giraffes can't dance                      Sanji and the baker                      Some dogs do                      the farmer's gift</p> <p>Texts to link to science:                      I can save the Earth (Liatte green books)                      The rubbish monster</p> <p>Running Wild - Michael Morpurgo</p>	<p>Egypt shorter texts:                      Muti's necklace                      The scarab's secret</p> <p>The Time Slip Scarab (Part of a Pie Corbet Talk for Writing Sequence)</p>	
<b>Supporting non-Fiction texts</b>	The Romans (Britain in the Past) - Moira Butterfield Roman Britain (Usborne History of Britain) - Ruth Brocklehurst	The Romans (Britain in the Past) - Moira Butterfield Roman Britain (Usborne History of Britain) - Ruth Brocklehurst  Boudica: Band 15/Emerald (Collins)				



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		Big Cat) Paperback – Illustrated, 1 Sept. 2016 - Claire Llewellyn				
Poetry				Poetry text to link to biomes studies: "If you're not from the prairie".		
Spoken Language/drama						
Reading: phonics/decoding						
Reading: comprehension						
<p><b>Writing</b></p> <p>Ongoing throughout the teaching of writing</p> <p>I've just put everything here that hasn't been allotted into the planning yet (below)</p>	<p><b>Composition: Planning:</b>            In writing similar to that which they are planning to write, identify independently what can be learnt from its structure, vocabulary and grammar.            When planning narratives, find, identify and draw on examples of how authors have developed characters and settings.            Use a wider variety of planning tools linked to genre eg post- it planning* for paragraphing.            Rehearse dialogue.</p> <p><b>Composition: Drafting:</b>            select appropriate vocabulary from planning, understanding how choices can change and enhance meaning</p> <p><b>Composition: Evaluate and Edit:</b>            Proof read to check for spelling and punctuation errors, more than once - as the writing develops.            In their own and others' writing, propose changes to grammar and vocabulary to improve consistency, including the appropriate choice of pronoun.</p> <p><b>Word Structure:</b>            Difference between plural and possessive 's'            Understand the difference between standard English forms of verb inflections, compared to local spoken form (e.g.was/were, done/did, ain't/am not/is not, gonna/going to), and use in context</p> <p><b>Sentence Structure:</b>            Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases</p>					



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	<p><b><u>Text Structure:</u></b>  <b>Identify structure suitable for the given audience and purpose</b>  <b>In non-narrative, select appropriate simple organisational devices</b></p> <p><b><u>Punctuation:</u></b>  <b>Use other punctuation to indicate direct speech</b>  <b>Use apostrophe for irregular plural possession</b>  <b>Use comma to mark fronted adverbials</b></p> <p><b><u>Dictionary Use:</u></b>  <b>Use first 3 letters to find words in a junior dictionary</b>  <b>Use a junior thesaurus</b></p> <p><b><u>Handwriting:</u></b>  <b>Ensure downstrokes of letters are parallel, and that lines of writing are spaced sufficiently so that ascenders and descenders do not touch</b>  <b>Understand which letters, when adjacent to one another, are best left unjoined</b></p>				
<p><b>Writing</b></p>	<p><b><u>Non-fiction:</u></b>  <b>Non-Chronological Report</b> (2 weeks)  <b><u>Text Structure:</u></b>  <b>Use fronted adverbials</b></p> <p><b><u>Narrative:</u></b> <b>Historical Adventure</b> (3 weeks)  <b><u>Text structure:</u></b>  <b>Use paragraphs to organise ideas around a theme</b></p>	<p><b><u>Poetry:</u></b>  <b>Conversation</b></p> <p><b><u>Recount:</u></b>  <b>Newspaper report</b> (2 weeks)</p> <p><b><u>Narrative:</u></b> <b>Playscripts</b> (1 week)</p>	<p><b><u>Non-fiction:</u></b>          Persuasive</p> <p><b><u>Poetry:</u></b>  <b>Rap</b></p> <p><b><u>Narrative:</u></b> Science-fiction Adventure</p>		<p><b><u>Non-fiction:</u></b>  <b>Explanatory: non-chronological report</b></p> <p><b><u>Poetry:</u></b>  <b>Free verse</b></p>



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<b>Spelling</b>	<p>Spell using further prefixes and suffixes correctly, understanding how to add them (see appendix for which in Year 4)</p> <p>Spell further homophones (see appendix for which in Year 4)</p> <p>Spell words that are often misspelt (see appendix for which in Year 4)</p> <p>Write from memory simple dictated sentences, including Y4 taught words and punctuation</p>				
<b>Terminology</b>	<i>determiner, pronoun, possessive pronoun, adverbial, reporting clause, formal, informal, expanded noun phrase</i>				
<b>Maths</b>	Number: Place Value Number: Addition & Subtraction Number: Multiplication & Division	Number: Multiplication & Division Time Statistics/Data Handling Fractions/Decimals	Measurement: Length Measurement: Mass & Capacity & Volume Measurement: Money Properties of Shape: Angles & Lines Perimeter		
<b>Science Themes within Subject</b>	<p>Andy said he will add the below to the half termly columns as and when he plans them</p> <p><b>Observing:</b> Understand that they can use <i>research, observation</i> and <i>experiments</i> to answer their questions</p> <p><b>Observing:</b> Ask questions directly related to their science knowledge</p> <p><b>Predicting:</b> Make predictions based on scientific knowledge</p> <p><b>Experimenting:</b> Make decisions about the best way to answer their questions.</p> <p><b>Experimenting:</b> Suggest what equipment they will need</p> <p>Experimenting: Use thermometers and data loggers.</p> <p>Experimenting: Measure using standard units.</p> <p>Experimenting: Identify what needs to be kept the same to make a test fair.</p> <p><b><u>Analysing, concluding and classifying:</u></b> Record data in tables, bar charts, <i>keys, graphs</i> and diagrams, starting to choose the best way to record it.</p> <p><b><u>Analysing, concluding and classifying:</u></b> See patterns in results, such as <i>differences, similarities</i> or changes, and describe them.</p> <p><b><u>Analysing, concluding and classifying:</u></b> Draw on their scientific knowledge to suggest further questions or <i>explanations</i>.</p>				
<b>Science</b>	<p><b><u>Energy - Sound</u></b>            Know sounds are made by something <i>vibrating</i>.</p> <p>Know that sounds travel through</p>	<p><b><u>Animals</u></b>            Know that adult humans have 32 teeth.            Identify teeth – <i>incisors, canines, pre-molars and molars</i>, wisdom teeth.</p>	<p><b><u>Environment</u></b>            Know what distinguishes plants as a group from animals (make own food from sunlight,</p>	<p><b><u>Materials</u></b>            Identify whether a material is a <i>solid, a liquid or a gas</i></p> <p>Know how particles are arranged in</p>	<p><b><u>Energy - Electricity</u></b>            Identify things at home and school that run on <i>electricity</i></p> <p>Identify the following things in a circuit: <i>Cell,</i></p>



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	<p>something to get to our ears.</p> <p>Know the <i>pitch</i> of the sound depends on the thing producing it.</p> <p>Know the faster the vibration the higher the pitch.</p> <p>Know the <i>volume</i> of a sound depends on the strength of the vibration producing it.</p> <p>Know that sounds get fainter the further away they are.</p> <p><u>Scientific enquiry</u> Make decisions about the best way to answer their questions.</p> <p>Make predictions based on scientific knowledge.</p> <p>Suggest what equipment they will need.</p>	<p><b>Know what the different teeth do</b> – link to what they eat carnivore/herbivore.</p> <p>Know what damages teeth and how to look after them.</p> <p><b>Be able to label the different parts of the digestive system</b> – <i>mouth, tongue, teeth, oesophagus, stomach, small intestine, large intestine.</i></p> <p><u>Scientific Enquiry</u> Understand that they can use <i>research, observation</i> and <i>experiments</i> to answer their questions.</p> <p>Make predictions based on scientific knowledge.</p> <p>Suggest what equipment they will need.</p>	<p>usually do not move around)</p> <p><b>Understand a food chain starts with the sun, then a plant, then an animal, usually herbivore then carnivores.</b></p> <p><b>Use terms <i>predator, prey, producer.</i></b></p> <p><b>Follow a key to identify animals and plants (The year 3 branching databases computing topic would have been nice to have to link to this...!)</b></p> <p><b>Understand that plants and animals can be affected if the <i>environment</i> changes. (Hopefully some strong links to environmental</b></p>	<p>solids, liquids and gases.</p> <p><b>Know that materials can <i>change state</i> when heated or cooled</b></p> <p>Know that water changes state at about 0°C and 100°C</p> <p><b>Know that <i>evaporation</i> is different from <i>boiling</i></b></p> <p>Know evaporation is more rapid at higher temperatures.</p> <p><b>Know that water evaporates, then <i>condenses</i> to fall as rain</b></p> <p>Draw a diagram of the <i>water cycle</i></p> <p><u>Scientific enquiry</u></p>	<p><i>wire, bulb, switch, buzzer, lamp.</i></p> <p>Know a circuit with everything in a single loop is a <i>series</i> circuit.</p> <p>Know there must be a complete loop for electricity to flow.</p> <p>Know most metals are good <i>conductors</i>. Name some insulators eg wood, plastic.</p> <p>Know an open switch stops the electricity and a closed switch lets it flow. (Can we please invest in mini solar-panels for each first school to use for our electricity topics, like the solar-farm education-outreach staff use when they come into schools. Constantly buying, or even recharging, batteries is</p>
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	<p>Measure using standard units.</p> <p>Observe detail carefully.</p> <p>Record data in tables, bar charts, keys, graphs and diagrams, starting to choose the best way to record it.</p> <p>See patterns in results, such as differences, similarities or changes, and describe them.</p> <p>Draw on their scientific knowledge to suggest further questions or explanations</p>	<p>Make decisions about the best way to answer their questions.</p> <p>Identify what needs to be kept the same to make a test fair.</p> <p>See patterns in results, such as differences, similarities or changes, and describe them.</p> <p>Draw on their scientific knowledge to suggest further questions or explanations.</p> <p>Record data in tables, bar charts, keys, graphs and diagrams, starting to choose the best way to record it.</p>	<p><b>protection, sustainability and changing our daily practises to make a difference here?)</b></p>	<p>Use thermometers and data loggers.</p>	<p><b>not the most sustainable option. This would also link well with Geog and Science environmental focuses...)</b></p>
<p><b>Computing</b></p>	<p><b>Know that information about themselves online can be created, copied or shared by others</b></p> <p><b>Know that others online can pretend to be them or other people,</b></p>		<p><b>Make improvements to digital solutions based on feedback.</b></p> <p><b>Create linked content using a range of software.</b></p>	<p><i>3D Modelling- CAD(Computer aided design, Modelling, 3D, Viewpoint, 2D, Net, Points</i></p> <p><b>Design a 3D model using ICT to meet a specific goal</b></p>	<p>Evaluate programs and applying modifications for improvement</p> <p><b>writes a program for a specific purpose, incorporating features such as</b></p>



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	<p><b>including friends</b></p> <p><b>Evaluate digital content for credibility</b></p> <p>know how to stay safe online</p> <p>Know the basic shortcut keys such as for cut, copy, paste, and print [5]</p> <p>copyright/plagiarism</p> <p><i>Internet, Internet Browser, Search, Search Engine, Spoof website, Website</i></p>		<p>Understand the function, features and layout of a search engine.</p> <p><b>Take a series of pictures to form an animation</b></p> <p><b>Move items within an animation to create movement on playback.</b></p> <p>Save images at stages to compare work and talk about changes.</p> <p><i>Animation, Frame, Onion skinning, Background, Play, stop motion</i></p>	<p>Evaluate and improve finished designs.</p>	<p><b>inputs, repetition and procedures</b></p> <p><b>Identify and debug errors in their own and others code.</b></p> <p><b>Use timers to achieve repetition effects</b></p> <p><b>use a sensor to detect a change which can select an action (nice links to our electricity topic in Science)</b></p> <p><i>, Template Effective Searching- Easter Egg</i></p>	
<p><b>Art</b> 1x week for 4.5 half terms= 24 hours</p>	<p><b><u>Tessellation and Roman Coil Pots (12 weeks)</u></b> <b>To use a sketchbook to test materials and techniques</b> <b>To use a sketchbook to reflect and make links between ideas and outcomes</b></p>		<p><b><u>Fauvist style rainforest and desert scenes. - include plants</u></b> <b>Matisse and fauvism – know</b></p>		<p><b>Identify what/who inspires artists</b></p> <p><b>uses previous techniques for accurate texture</b></p>	





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	<p><b>To express likes and dislikes through annotations</b></p> <p><b>To evaluate during the process of making</b></p> <p><b>To learn techniques for adding texture e.g. hatching, cross hatching.</b></p> <p><b>To vary the pressure applied to a pencil to create different tones</b></p> <p><b>Painting: To paint on different surfaces, including 3D.e.g clay, papier mache</b></p> <p><b>To use coil technique to make a pot</b></p> <p><b>To work around armatures or over constructed foundations.</b></p> <p><b>To design and print a pattern using tessellation</b></p> <p><b>To evaluate during the process of making</b></p> <p>To create a Roman bust from clay. To paint/ glaze a Roman bust. To finish work using glaze, paint, polish. History: Learning about Roman way of life and about Roman soldiers</p> <p><i>tessellation, mosaic, armature, hatch, cross hatch, glaze, coil, thread, parchment, bust</i></p> <p>Worth adding this from Art prog map? Use symmetry/ mirror when designing a pattern to print</p>	<p><b>artists used bold colour in portrait and landscape for a big impact <u>Artists in blue underlined are male artists, not alive</u></b></p> <p><b>Identify similarities and difference in a range of artworks</b></p> <p><b>Identify what/who inspires artists</b></p> <p>Chooses and uses collage materials from a specific colour palette to create artworks e.g. landscapes</p> <p><u>Melanie Hava-rainforest prints</u></p> <p><b>Printing: design and print a pattern using tessellation</b></p> <p>Printing: use symmetry/ mirror when designing a pattern to print</p> <p><b>Recording: express likes and dislikes through annotations</b></p>		<p><u>Alfred Wallace</u></p> <p>Start to use scale and proportion (Consider looking at Alfred wallace- Primitives versus perspective)</p> <p><b>Drawing: Blend more than one colour together</b></p> <p><u>Vocabulary: blend</u></p> <p><u>Vocabulary - where?</u> . wash, layering, dye</p> <p><u>Where does this go?</u> Sculpture: <b>work around armatures or over constructed foundations.</b></p> <p><b>Vocabulary: armature</b></p>	
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		<p><b>Know the complementary colours</b></p> <p><u>Jackson Pollock-splatter paintings-volcanoes</u> <u>Artists in blue underlined are male artists, not alive</u></p> <p><i>Vocabulary: colour wheel, complementary, opposing</i></p> <p><b>Drawing: show the difference in size of objects</b></p> <p><b>Drawing: blend more than one colour together</b></p>			
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<p><b>DT</b></p> <p>Evaluate: explain how to improve their original design, using views of others</p> <p>Evaluate: research whether products can be recycled or reused</p> <p><u>Vocabulary:</u></p> <p><i>design brief , prototype, sensory evaluations, template</i></p>	<p><b>Roman food eg</b></p> <ul style="list-style-type: none"> <li>• Roman apple cakes?<a href="#">recip e</a></li> <li>• Roman Honey cakes <a href="#">recipe</a></li> <li>• Roman flatbread</li> </ul> <p><b>Not on DT Progression map:</b> Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Design: produce a plan and explain it to others.</p> <p>Design: Plan the appearance of the food</p> <p>Make: break eggs cleanly</p> <p><b>Hygiene issue</b></p> <p>Make: measure accurately with scales - and ml with measuring jug</p>			<p><b>Stuffed toy</b> <i>(link to science animal/plant classification)</i></p> <p><b>(Could link to animal classification to make a favourite insect they have researched from one of the studied biomes...? Or a stuffed rainforest flower? Could embroider some great details onto a stuffed flower / ladybird / butterfly / caterpillar / etc... )</b></p> <p>Design: discuss class prototype in order to adapt design</p> <p>Design: decide which materials to use</p> <p>Design: design a template, given examples.</p> <p>Design: leave seam allowance when creating a template</p>		<p><b>A light-up name sign</b> (link to computing and electricity?)</p> <p>Design: explain choices in relation to required outcomes</p> <p>Design: Say how realistic the plan is.</p> <p>Design: <b>make drawings</b> from different views <b>labelling specific features</b></p> <p><b>Design: use computers to show a design (2Design 3D – Purple mash)</b></p> <p><b>Make: shape materials with accuracy follow a step by step plan</b></p> <p><b>Make: use a simple circuit in product, with components</b></p> <p><b>Make: use computer program to control LEDs</b> (DZ says would need to be clear in computing progression)</p>
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	<p><b>Technical knowledge required:</b>          * Ingredients now can be fresh, pre-cooked or processed; Roman food was usually fresh but honey could be stored          * Food preservation now - no more than 3 days in fridge for fresh or cooked food          * <b>Raising agents (eg baking powder/yeast/self-raising flour) are used to help bread and cakes rise</b></p> <p><b>Vocabulary: <i>edible, processed, seasonal, harvested, tinned, healthy/varied diet</i></b></p>			<p>Make: apply a range of finishing techniques</p> <p><b>Make: shape textiles with accuracy follow a step by step plan</b></p> <p><b>Make: use own template/paper pattern</b></p> <p><b>Make: Cut fabric accurately</b></p> <p><b>Make: Use stuffing for filling</b></p> <p><b>Technical knowledge required: A seam allowance is needed on a template to make sure material doesn't tear</b></p> <p><b>Vocabulary: <i>seam allowance, pins, wadding, right side, wrong side</i></b></p>		<p><b>Technical knowledge required: There must be a complete circuit to light a lamp. ( powered by mini solar panels, not batteries, to promote sustainability!)</b></p> <p><b>Vocabulary: <i>internal circuit</i></b></p>
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<p><b>Geography</b></p>		<p><b><u>SETTLEMENTS, linked to Roman Britain:</u></b>  <u>Human Geography</u></p> <ul style="list-style-type: none"> <li>● know a settlement is where people live</li> <li>● know hamlets, villages, towns and cities are all settlements</li> <li>● know hamlets are very small, just a few houses; know villages are bigger and often have shops or schools</li> <li>● know that a capital city is usually where a government has its central meeting place</li> </ul> <p><b><u>Fieldwork:</u></b></p> <ul style="list-style-type: none"> <li>● identify the evidence that will be needed to answer a geographical question, eg <i>what</i></li> </ul>	<p><b><u>BIOMES</u></b>  <b><u>Location Knowledge:</u></b>          find Arctic/Arctic circle and Antarctic/Antarctic circle on a globe          find the Sahara on a globe and world map          find US and Canada on world map and globe          find New York and Los Angeles and Washington on a map of N America          find Nile and Amazon on a world map and the Stour on a Dorset map          Find N. and S.  <b>Hemispheres on a globe</b>          find Alaska on a map of N America          find Utqiavik (called Barrow until 2016) in</p>	<p><b><u>Team suggestions:</u></b>          On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>Compare south of England to <b><u>south of Italy???</u></b></p> <p>(What about comparing to modern-day Egypt instead to link to the history?)</p> <p>This makes sense - worth considering Cairo vs Bournemouth. Or compared with a Rainforest city such as Cali or Manaus?</p>		<p><b><u>RIVERS</u></b>  <b><u>Location Knowledge:</u></b>          find the River Thames and the River Severn on a map of England          find Egypt on a world map and Modern Cairo</p> <p><b><u>Physical Geography:</u></b>          understand water (river or sea) can erode the land          understand how coast and river have changed over time in UK          understand if a river floods it often spreads fertile soil eg the Nile</p> <p><b><u>Place Knowledge:</u></b>          know Cairo is the capital of Egypt          know the Nile flows through many countries including Egypt          know the Stour flows from Stourhead to the</p>
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		<p><i>specific types of shops are there in this town, and why? What shops are there in a village and why?</i></p> <p><b>Using maps:</b></p> <ul style="list-style-type: none"> <li>● use four-figure grid references.</li> <li>● find information on a thematic map eg Dorset population</li> <li>● follow a route on a large scale map</li> </ul> <p>compare OS maps and aerial/ oblique photos</p>	<p>the arctic circle</p> <p><b>Place Knowledge:</b></p> <p>know the Nile and Amazon are longest rivers in the world</p> <p>know River Severn and River Thames are longest rivers in UK</p> <p>know the largest deserts are Antarctic, Arctic and Sahara</p> <p>know Washington is the capital of the US</p> <p>know Alaska is in the US</p> <p>know that Utqiavik is the most northern town in the US</p> <ul style="list-style-type: none"> <li>● <b>TBC</b> - know that a capital city is usually where a government has its central meeting place</li> </ul> <p><b>Physical Geography:</b></p>			<p>sea at Hengistbury head</p> <p>compare river lengths Nile, Amazon, Thames, Severn</p> <p>know the Sahara covers many countries including Egypt</p> <p><b>Fieldwork:</b>TBC</p> <p>identify the evidence that will be needed to answer a geographical question, eg <i>what specific types of shops are there in this town, and why? What shops are there in a village and why? Is there a pattern to the location of deserts?</i></p> <p><b>Using Maps:</b></p> <p>use four-figure grid references.</p> <p>find information on a thematic map eg Dorset population</p> <p>follow a route on a large scale map</p> <p>compare OS maps and</p>
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			<p>know a climate is a description of how wet, hot or windy an area is</p> <p>know biomes are areas with similar climates, soil quality, animals and plants</p> <p>understand a desert is a biome with very little rain so little grows</p> <p>know a desert can be hot like the Sahara or cold like the Arctic</p> <p>know the water cycle is the continuous journey of water</p> <p>understand that the water moves from oceans and lakes, to clouds, to rain, to rivers and back to oceans and lakes.</p> <p>(see science)</p> <p>understand a river is moving water that flows from its source</p>			<p>aerial/ oblique photos</p> <p><u>Drawing maps:</u> make a scale drawing</p>
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			<p><b>down to a bigger mass of water: eg a lake, the sea, an ocean or another river</b></p> <p>know a river flows along a <b>channel</b> with <b>banks</b> on both sides and a <b>bed</b> at bottom understand that a lot of rain or ice/snow melting can make a river flood</p> <p>know a stream is a small river</p> <p><b>Human Geography:</b></p> <p>know there are very few towns inside the arctic circle</p> <p>understand that economic activity in Utqiavik, Alaska is mostly mining natural gas or oil, or hunting and fishing, not farming</p>			
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		<p><b>Fieldwork:</b>  <b>identify the evidence that will be needed to answer a geographical question, <i>eg what specific types of shops are there in this town, and why? What shops are there in a village and why? Is there a pattern to the location of deserts?</i></b></p> <p><b>Using Maps:</b>  <b>use four-figure grid references.</b>  <b>find information on a thematic map eg Dorset population</b>  <b>follow a route on a large scale map</b>  <b>compare OS maps and aerial/ oblique photos</b></p> <p><b>Drawing maps:</b></p>			
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			<p><b>make a scale drawing</b></p> <p><i>Team Suggestions: (Could we focus on a couple of places, each in a starkly different biome? Eg compare Iqualuit in northern Canada with an Egyptian town in the desert and Rio in a tropical biome...? There is a lovely new Geog unit which would be a good starting point for planning this, which was recommended by the WAT to our humanities lead...)</i></p> <p><i>Three contrasting habitats to compare to our temperate UK - Such as Tropical</i></p>			
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			<i>Rainforest/Arctic Circle/Desert</i>			
<p><b>History</b>  <b>1 per week for 2 and a half, half terms = 15 hours</b></p>	<p><u>Roman Britain</u>  <b>6 hours</b>  <i>(link to y3 Geog places)</i>            Know:            -myth that Rome founded by Romulus and Remus            - they had slaves including gladiators            -priestesses were chosen as children.  <b>-they invaded many countries but once conquered countries were at peace.</b>  <b>-they invaded Britain twice – 55-54 BC (Julius Caesar) and AD 43 (Claudius) (Successful).</b>  <b>-they were builders and engineers and built roads and Hadrian’s wall.</b></p> <p>Choose the most appropriate way to</p>	<p><u>Roman Britain</u>  <b>4 hours</b>  <b>Suggest useful sources of evidence to help answer questions.</b></p> <p>Independently research more complex questions they have asked (<i>Roman Bias</i>)  <b>Compare accounts of events from two different sources and say why they might be different considering fact or possible fiction.</b></p> <p>Understand there may be different accounts of history, eg partial story (evidence lost) or that people (now and in the past) can represent events or</p>			<p>Place events within a period studied on a timeline, including dates and terms related.</p> <p><b>Understand the timeline can be divided into BC and AD, and add periods studied more accurately than in Year 3, ie with dates.</b></p> <p><u>Egyptians:</u>  <i>(link to Y3 Geog locations)</i>            Know:  <b>-importance of Nile for stable society – water, food, transport</b>            -there was rich soil brought down when it flooded  <b>-having a stable society meant growth of writing,</b></p>	<p><b><u>Ancient Egypt</u></b>  <b><u>Person within living memory</u></b>            Mo Salah  <b><u>Person beyond living memory</u></b>            Howard Carter            Cleopatra            Tutankhamun            William John Bankes            Giovanni Belzoni</p>



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	<p>present information to an audience eg tables, speaking, ICT, pictures, description.</p> <p><b>Identify similarities and differences between two periods of history</b>, eg Egyptians or stone age and Romans</p> <p><b>Summarise evidence about why an individual in the past acted the way they did</b>, drawing on different sources.</p> <p><b>Evaluate the impact of a civilisation on Britain</b> (eg legacy of the Romans), considering positives and negatives.</p> <p>Start to compare views on issues such as war and invasion between historical periods (eg Romans) and views now.</p>	<p>ideas in ways that persuade others.</p> <p>Begin to understand the differences between primary and secondary sources of evidence. (<i>Boudicca terrorist or freedom fighter</i>)</p> <p><b><u>Person beyond living memory</u></b>  <b>Septimius Severus</b>  <b>Boudicca</b></p>			<p><b>medicines, building possible.</b></p> <p><b>- they built pyramids</b></p> <p>-about life and death of Pharaohs: why gods are so important</p> <p>- other Egyptian inventions</p>	
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	Identify the impact of international events (e.g. war) on the local area					
<b>MFL - French</b> <b><u>Speaking and Listening - building across the year:</u></b>	<p><u>Join in with familiar songs:</u>  <b>Listens and identifies specific phrases in songs and rhymes and demonstrate understanding</b>  <b>Listens and repeat modelled phrases using correct pronunciation</b>  <b>Shows understanding of phrases words through physical response</b>  <u>Reply to greetings in French</u>  <b>Asks and answers simple questions</b>  <b>Uses intonation appropriate to questions or instructions</b>  <b>Names objects and actions and begin to link with conjunction</b>  <b>Presents a simple rehearsed statement to a partner</b>  <b>Expresses preferences</b>  <b>Identifies letter strings, contractions and silent</b>  <b>Letters in familiar words and pronounce when modelled</b>  <b>Shows awareness of accent and begin to pronounce words accordingly</b></p>					
<b>MFL - French</b> <b><u>Reading and Writing - building across the year</u></b>	<p><b>Reads and shows understanding of simple phrases</b>  <b>Begin to recognise simple noun cognates</b>  <b>Uses context to predict the meaning of new words</b>  <b>Uses a simple bilingual dictionary to find the meanings of French words</b>  <b>Writes simple phrases from memory using a writing frame</b>  <b>Writes simple sentences describes people, places, things and actions using a scaffold</b></p>					
<b>MFL - French</b> Theme ideas based on French Progression Map.  <b>Grammar to add:</b> Avoir and mettre - 1st person Word class	<p><u>Theme: People and Animals (Les Animaux)</u>  <b><u>Questions, answers and sentences builders:</u></b>  <i>Qui est-ce?</i>  <i>C'est ..</i>  <i>Ce n'est pas...</i>  <i>Dans le sac il y a .. et..</i>  <b>Further adjectives of colour:</b></p>	<p><u>Theme: Birthdays (Les Anniversaires)</u>  Children use a simple phrase of celebration: <i>Bon anniversaire, Joyeux</i></p>	<p><u>Theme: Home (Chez Moi)</u>  <b>Sentence starters eg:</b>  <i>Chez moi, dans ma chambre, dans mon placard (Now moved to y5?)</i></p>	<p><u>Theme: Clothes (Les Vêtements)</u>  <b><u>Speaking and listening:</u></b>  asks and answers simple questions</p>	<p><u>Theme: Sports, School and Summer Holidays (Les Sports and les Grandes Vacances)</u>  <b><u>Verbs</u></b> eg: sauter, voler, nager, danser</p>	



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	<p><i>blanc, brun, noir, orange, rose, violet</i>  <b><u>Vocabulary for a game:</u></b>  <i>Coin! Coin!</i>  <i>Encore!</i>  <b><u>Masculine animal nouns eg:</u></b>  <i>un cochon, un éléphant, un mouton, un lion, un papillon, un ours</i>  <b><u>Feminine nouns eg:</u></b>  <i>une poule, une souris, une baleine, une araignée, une abeille, une chenille, une grenouille</i>  <b><u>Grammar:</u></b>  The negative - <i>ce n'est pas...</i>  Adjectival agreement (singular)  Silent letters  <b><u>Intercultural understanding:</u></b>  Know the main festivals and celebrations in France  <i>Joyeux Noël</i></p>	<p><i>anniversaire. <u>This is now year 5</u></i>  <b><u>Know the main festivals and celebrations in France</u></b>  <i>Bonne année!</i> and Epiphany  <b><u>Numbers 20-31</u></b>  <b><u>Months:</u></b>  <i>janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</i>  <i>Quelle est la date? C'est le ... + month.</i>  <b><u>Adjectives that precede the noun:</u></b>  <i>petit, grand</i>  <b><u>Grammar:</u></b>  Regular -er verbs in 3rd person singular eg. <i>une grenouille saute</i>  <b><u>Intercultural understanding:</u></b>  Know the main festivals and</p>	<p><b><u>Reading and writing:</u></b>  writes simple sentences describes people, places, things and actions using a scaffold    <b><u>Intercultural understanding:</u></b>  Know about some aspects of everyday life and compare them to their own  Become aware of language used by French-speaking children at bedtime, e.g. <i>bonne nuit</i> and <i>dodo</i>. Mealtimes <i>Bon Appétit</i>  <b><u>Intercultural understanding:</u></b>  Know the main festivals and celebrations in France  <i>Joyeuses Pâques</i></p>	<p><b><u>Vocabulary from a song:</u></b> <i>une culotte, une chemise, une veste, des lunettes</i>  <b><u>Reading and writing:</u></b>  writes simple sentences describes people, places, things and actions using a scaffold  <b><u>Reading and writing:</u></b>  uses a simple bilingual dictionary to find the meanings of French words</p>	<p><b><u>Intercultural understanding:</u></b>  Know how you could travel to France  French school: French <i>écoles primaires</i> (also known as <i>écoles élémentaires</i>) also nursery school (<i>école maternelle</i>)  Summer holidays in France start in June.  <i>Bonnes vacances!</i></p>
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			<b>celebrations in France</b>			
<b>Music</b>	Singing: sing in parts with pitch accuracy					
<b>PE Transferable Skills</b>	<p><u>Personal Transferable Skills:</u></p> <p><b>Health:</b>            Explain what happens to the body when exercising and how this helps to keep healthy. (Gymnastics, dance, yoga)            Offer suggestions on how to move for at least 1 hour a day. (Dance, rounders)            Identify what happens to the body when you warm up (heart beating faster and breathing more) (basketball, dance, hockey)  <b>Identify hazards to an activity by risk assessing the environment. e.g. best place to place a gym mat. (OAA, gymnastics, yoga)</b></p> <p><b>Social:</b>  <b>Encourage and motivate multiple students to work to their personal best. (OAA, gymnastics, dance, yoga, rounders)</b>  <b>Work with others to self manage a range of group games. (basketball, football, OAA, hockey, rounders)</b></p> <p><b>Emotional:</b>  <b>Persevere when finding a challenge is difficult. (OAA, football, dance, hockey, yoga)</b>            Understand what their best looks like and work hard to achieve it.(gymnastics, dance, yoga)            Follow a range of rules showing awareness of fairness and honesty. (Basketball, OAA, football, hockey, rounders)            Show an awareness of how others' feel in a competitive situation.(Basketball, football, dance, hockey, rounders)</p> <p><b>Thinking:</b>  <b>Use simple tactics to help their team score or gain possession.</b> (basketball, OAA, football, hockey, rounders)            Plan sequences showing control and technique with and without a partner. (Gymnastics, dance)  <b>Answer open and closed questions about game play scenarios and recognise more than one way of outwitting their opponents in games.</b>  <i>(Opposition hands are high, pass below) (Basketball, hockey, rounders)</i>  <b>Make quicker decisions when selecting and applying multiple skills to a situation. E.g. who to pass to and where to move.</b> (hockey, rounders)            Apply different passing techniques based on who is in space and make selected decisions (Basketball, football, hockey)</p> <p><u>Team Transferable Skills:</u>  <b>Use skills, strategies and tactics to outwit the opposition (basketball, OAA, football, hockey, rounders)</b>  <b>Uses simple tactics to help team score or gain possession (basketball, OAA, football, hockey, rounders)</b>  <b>Communicates with teammates to apply simple tactics (OAA, football, hockey, rounders)</b>  <b>Gives accurate instructions (OAA, yoga)</b></p>					





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	<p><b>Supports and encourage others to do their best (basketball, OAA, gymnastics, dance, hockey, yoga, rounders)</b></p> <p><i>Vocab left to assign to topic : determination, consistently, healthy, progress, exhilarate</i></p>					
<p><b>PE</b></p> <p>Get Set 4 PE Units of work</p> <p><i>Each PE Topic is 8 Weeks long and therefore Topic 6 is taught as a double that week (4 weeks of two lesson)</i></p>	<p><u>Basketball</u>  <b>Create and use space with some success in game situations.</b>  <b>Catch a ball passed to them using one and two hands with increasing success.</b>  <b>Use a variety of throwing techniques with increasing success in game situations.</b>  <i>opponent, pivot, contact, court, outwit, transfer, accuracy, techniques, select</i></p> <p><u>OAA Y3/4</u>          Locate position on a simple diagram.  <b>Identify key symbols on a diagram and use a key to help navigate around a grid.</b>  <b>Orientate and follow a diagram.</b>  <i>Accurately follow instructions given by a peer and give clear and usable instructions to a peer.</i></p>	<p><u>Gymnastics</u>  <b>Use body tension to perform partner balances.</b>  <i>Demonstrate increasing strength, control and technique when taking own and others' weight.</i>  <b>Plan and perform sequences showing control and technique with and without a partner.</b>  <i>inverted, extension, perform, stability, unison, technique, momentum, path, plan</i></p> <p><u>Football</u>  <b>Create and use space with some success in game situations.</b>  <b>Kick with increasing success in game situations.</b>  <b>Receive a ball using different parts of the foot under pressure.</b>  <b>Change direction when dribbling with feet</b></p>	<p><u>Yoga</u>  <b>Demonstrate increased flexibility and extensions</b>  <b>Plan and perform sequences showing control and technique with and without a partner.</b>  <i>Demonstrate increasing strength, control and technique when taking own and others' weight.</i>  <i>grounded, relax, mindfulness, stable, stability, unison, technique, perseverance, persevere, extension, personal best, stamina, muscle, perform</i></p> <p><u>Hockey</u>  <b>Create and use space with some success in game situations.</b>  <b>Strike a ball using varying techniques with increasing accuracy</b></p>	<p><u>Dance (Theme: Rainforest)</u>  <b>Copy, remember and adapt set choreography.</b>  <i>Choreograph considering structure individually, with a partner and in a group. Use action and reaction to represent an idea.</i>  <b>Change dynamics to express changes in character or narrative.</b>  <b>Use counts when choreographing short phrases.</b>  <i>reaction, dynamics, perform, unison, direction, select, quality, teamwork, inclusive, space</i></p> <p><u>Rounders</u>  <b>Create and use space with some success in game situations.</b>  <b>Strike a ball using varying techniques with increasing accuracy.</b></p>	<p><u>Athletics</u>  <b>Demonstrate how and when to speed up and slow down when running.</b>  <b>Link hopping and jumping actions with some control.</b>  <b>Jump for distance height showing balance and control.</b>  <b>Throw with some accuracy and power towards a target area.</b>  <b>*overarm/underarm</b>  <b>Coordinate their body at speed in response to a task.</b>  <i>personal best, decelerate, pace, accuracy, release, stance?</i></p> <p><u>Tennis/Swimming</u>  <b>Strike a ball using varying techniques with increasing accuracy</b>  <i>backhand/forehand, accuracy, opponent, stance, technique</i></p>	<p><i>Each PE Topic is 8 Weeks long and therefore Topic 6 is taught as a double that week (4 weeks of two lesson)</i></p> <p><u>Swimming objectives if this is covered by your school are on the PE overview to be covered by end of KS2.</u>  <b><i>stroke, huddle, alternate, survival, treading water, buoyancy</i></b></p>



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	<p><i>path, space, travel, follow, lead, cooperate, teamwork, direction, communicate, route, trust, navigate, grid, plan, leader, inclusive, effectively, orientate, symbol</i></p>	<p><b>with some control in game situations.</b> <i>pitch, represent, space, technique, accuracy, opposition, opponents, persevere</i></p>	<p><i>pitch, represent, accuracy, opposition, retrieve?, technique, persevere, path, plan, teamwork, outwit, technique, space, communicate</i></p>	<p><b>Catch a ball passed to them using one and two hands with increasing success.</b> <b>Use a variety of throwing techniques with increasing success in game situations.</b> <i>stumper, field, pitch, short barrier, represent, opposition, stance, two handed pick up, technique, opponents, retrieve, determination, outwit, accuracy, release</i></p>		
<p><b>PSHE</b></p>	<p><b>Get Heartsmart</b> An introduction to being heartsmart and the heartsmart high five</p> <p><b>Understand that everyone has human rights (and that children have their own set of human rights)</b></p> <p><b>Know about the UN declaration on the Rights of the Child</b></p> <p>Know we are part of local, national and global communities</p> <p>Know about who works with the local community</p>	<p><b>Don't Forget to Let Love In!</b> Learning how important, valued and loved we are</p> <p><i>Understand that people can experience conflicting feelings at the same time.</i></p> <p><b>know that mental health is part of physical health</b></p> <p><b>Understand that people can get help for mental health just like physical health</b></p> <p>Understand the benefits of physical exercise and the outdoors on mental health</p>	<p><b>Too Much Selfie Isn't Healthy!</b> Learning the importance of others and how to love them well</p> <p><b>Know about some things that makes a healthy friendship</b> (eg truthfulness, trust, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties)</p> <p><b>Know that healthy friendships are positive and welcoming towards others so do not make others feel lonely or excluded.</b></p>	<p><b>Don't hold on to what is wrong</b> (used to be called Don't Rub It In Rub It Out!)</p> <p><b>Know principles of permission apply online as well as face-to-face</b></p> <p><i>Know how to maintain good friendships</i></p> <p><i>Understand how actions can affect ourselves and others</i></p> <p><b>Recognise all forms of Bullying</b></p> <p><i>Recognise dares Know that resorting to violence is never right.</i></p> <p><b>Judge whether physical contact is acceptable or unacceptable</b></p>	<p><b>Fake is a Mistake!</b> Unpacking how to bravely communicate truth and be proud of who we are</p> <p><b>know that we live in a democratic society</b></p> <p><b>know that leaders are elected</b></p> <p><b>understand what a political party is</b></p> <p><b>know that at 18 you have a right to vote for party to lead the government</b></p> <p><b>know what a stereotype is</b></p>	<p><b>No Way Through Isn't True!</b> Knowing there is a way through every situation, no matter how impossible it may seem</p> <p>Set a personal goal</p> <p><b>Know how the spread of infection can be prevented</b></p> <p><b>know how to maintain good oral hygiene</b></p> <p><b>know basic first aid</b></p> <p><b>Know about keeping safe in the local environment</b></p>



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	<p><b>Know that democracy means having a say in who the leaders are</b></p>	<p>Understand the benefits of community participation and volunteering on mental health</p> <p>Recognise their worth by identifying positive things</p>	<p><b>Know the importance of permission-seeking and giving, in relationships with friends, peers and adults.</b></p> <p><b>Know that unacceptable physical contact is not the victim's fault</b></p> <p><b>know that personal hygiene is important</b></p>	<p><b>Know how to respond to unacceptable physical contact</b></p>	<p><b>know how a stereotype can be unfair, negative and destructive</b></p> <p>Identify a range of jobs and careers with the skills the jobs need</p> <p>Understand what a bank or building society account is for</p> <p>Understand that money can be transferred electronically between accounts</p>	
RE	<p><b>Following God</b> Understanding Christianity: What is it like for Christians to follow God?</p> <p>Christians believe humans cannot get close to God without God's help. God gives us guidance on how to live - the 10 Commandments and Jesus's two commandments. <b>Jesus said 'Love your God with all your</b></p>	<p><b>Forgiveness</b> Understanding Christianity: Is forgiveness always possible for Christians?</p> <p><b>They believe God forgives us when we do wrong if we say sorry.</b></p> <p>In the Bible Peter asked Jesus how many times he should keep forgiving someone. Jesus said you should forgive them 70 x7 times.</p>	<p><b>Judaism</b> <b>Jewish people believe that God wants to look after the Jewish people as they are special to him.</b></p> <p>Discovery: How special is the relationship Jews have with God? Discovery: How important is it for Jewish people to do what God asks them to do? Discovery:</p>	<p><b>Judaism</b> <b>The Torah is the most important holy document for Jewish people. Jews show commitment to God by praying and worshipping and by following the Torah. They have rules about what food they can eat and resting on a Saturday.</b></p> <p>Jewish people believe that when they were slaves in Egypt, Moses'</p>	<p><b>Pentecost</b> Understanding Christianity: When Jesus left what was the impact of the Pentecost?</p> <p><b>Christians believe that after Jesus rose from the dead, he returned to be with God the Father, and he sent the Holy Spirit to help us. Christians celebrate Pentecost to remember this.</b></p>	



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	<p><b>heart, and love your neighbour as yourself.</b></p> <p>Express an opinion on which ways they think might be the best ways for people to show their commitment to God and why.</p> <p><b>Identify what makes them try to be good and compare that to what motivates people of other faiths.</b></p> <p><b>Give examples of agreements or promises and explain how they would feel if one was broken</b></p> <p>Identify a promise they would like to make</p> <p>Compare the 10 commandments and</p>	<p>Christians believe Jesus's life shows what it means to love God his father and love your neighbour.</p> <p>Many Christians put this example into practice by helping others and fighting for social justice.</p> <p>Talk about what sort of help they might need to show forgiveness</p> <p>Suggest what a Bible text might mean, and give an example of what they mean to some Christians</p>	<p>What is the best way for a Jew to show commitment to God?</p> <p><b>They believe God promised Abraham that he would be the father of the Jewish people.</b></p> <p>He would have a son, even though he and his wife were old. Abraham thought that God wanted him to sacrifice his son, but God sent a ram to be sacrificed instead.</p>	<p>mother saved him by hiding him in a basket so Pharaoh's daughter would find him. Then when he grew up, he saved the Jewish people from being slaves in Egypt and led them to the land God gave them. (link to Egypt History topic)</p> <p>Respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities</p>	<p>Pentecost is the beginning of the church.</p> <p><b>Jesus's life is written about in the Gospels, which means 'Good News'.</b></p> <p>The start of the Church is written about in the Acts. The epistles are letters written by Paul to some of the early churches. Staying connected to Jesus means that the Spirit can grow in the lives of Christians.</p> <p><b>Express their own ideas about how some of the stories and teachings in the Bible might help people live life in the world today.</b></p> <p><b>Give examples of things they are committed to and</b></p>	
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	<p>the two commandments.</p> <p>Start to explain the relevance or importance</p>				<p><b>explain which things are more or less important.</b></p>	
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