

<b>Summer 1 Year 4</b>	<b>Science 1 x lesson a week</b>	<b>History</b>	<b>Geography</b>	<b>RE 1 x lesson</b>	<b>PSHE 1 x lesson</b>	<b>PE</b>  <b>HC- cricket CTs-Athletics</b>	<b>Art</b>	<b>DT</b>	<b>Languages 1 x  Presenting Myself</b>	<b>Computing 1 x lesson a week</b>  On the Move with Programming (Scratch) Pt 2	<b>Music 1 x lesson a week</b>  <b>Cornet or violin music service</b>
<b>Week 1 8.4.24</b>	Use classification keys group living things in a variety of ways:		Explore the world's many different biomes Understand that biomes are large ecosystems	Begin to explore God's response to human suffering.	Smoking Alcohol	Know how to develop a sequence to show more complex shapes and actions	To use impressing and joining techniques to decorate a clay tile.		Ask what the weather is like today	Know that there are different command blocks in Scratch such as looks and motion blocks.	
<b>Week 2 15.4.24</b>	Construct a variety of food chains for different habitats		Know why climate is important to a biome Locate different biomes around the world	Story of Easter	Assertiveness	Know how to develop a sequence to show more complex shapes and actions	To use drawing to plan the features of a 3D model.		Say what the weather is like today.	Know how to program multiple sprites so that their appearance and sounds change when triggered by an input.	
<b>Week 3 22.4.24</b>	Know how changing environments can pose dangers to living things		Explore how biomes are threatened by climate change	The Easter story	Peer pressure	Know how to complete an arabesque, weighted bunny hop and roll over shoulder to knees	To make a 3D clay tile from a drawn design.		End of unit assessment	Understand how to use broadcast to trigger an output.	
<b>Week 4- 29.4.24</b>			Understand how biomes can be protected		Memories of loved ones	Run and jump using a one footed take off.			To consolidate numbers 1-10 and to introduce numbers 11-20 in French.	Control a sprite to move using the arrow keys, changing costumes and the direction that the sprite faces to improve the aesthetics of movement	

Week 5- 6.5.24					Getting and falling out	Use sling action to throw a discus			To consolidate knowledge of numbers 1-20 in French and to learn how to ask and answer the question 'Quel âge as-tu ?' (How old are you?).	Know that when selection/conditional statements if...then...are used a decision is made based on inputs received that determine which output is achieved	
Week 6- 13.5.24					Girlfriends and boyfriends	Run on a curve and pass a baton			To consolidate all previous knowledge from the unit, to learn how to ask and answer the question 'Où habites-tu ?' (Where do you live?), and to learn the basics of adjectival agreement in French.	Design and create a simple maze game that includes controlling the movement of a sprite with the mouse or arrows keys, using selection to detect maze walls/objects that trigger another event	
Week 6- 20.5.24					Showing appreciation of people and animals	Apply skills learnt in a competitive way.			To revise all language covered so far and to complete the end of unit assessment.		

<u>Summer 2</u>	Science 1 x lesson a week  Animals including Humans	History  Summer 2	Geography	RE 1 x lesson  Being Regardful of Suffering	PSHE 1 x lesson	PE 2 x lessons  HC- Tri-golf  CT-OAA	Art	DT  Summer 2	Languages 1 x lesson a week  My family	Computing 1 x lesson a week  Creating and Interrogating simple Databases	Music 1 x lesson a week  Cornet or violin music service
Week 1 3.6.24	Explore how sounds are made through vibration in different musical instruments				Being unique	Complete a problem solving task			Saying name, age and where they live	To locate data organised in a paper-based record card database, identifying fields and data to answer specific questions.	
Week 2 10.6.24	Know that vibration from sound travel through a medium (plastic cups, telephone, air, water) to the ear.				Having a baby	Work collaboratively to create shapes when blindfolded			People in my family	Design a questionnaire using a range of data types and open and closed questions to gather useful data that is fit for purpose to solve a given problem.	
Week 3 17.6.24	Know the parts of the ear that are used to hear sound.				Girls and puberty	To name and recognise the cardinal points of a compass			Ma famille	Use an electronic database to look at how data can be recorded. Enter data to create records under appropriate field names.	
Week 4 24.6.24	Know that the volume of a sound is affected by the strength of vibrations that produce it.				Confidence in change	Complete an orienteering task calmly under pressure			Ma famille	Use an electronic database to examine how data can be viewed, sorted and searched for.	

<p><b>Week 5</b> <b>1.7.24</b></p>	<p>Know that the pitch of a sound is affected by the features of an object</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Know that the volume of a sound is affected by the strength of vibrations that produce it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p>				<p>Accepting change</p>	<p>Work with a partner to follow a map</p>			<p>Number of siblings</p>	<p>Use an electronic database to examine how data can be viewed, sorted and searched for.</p>	
<p><b>Week 6</b> <b>8.7.24</b></p>	<p>Recognise that sounds get fainter as the distance from the sound source increases.</p>				<p>Preparing for transition</p>	<p>Recognise common map symbols</p>			<p>End of unit assessment</p>	<p>Create and use charts to visually compare data and answer questions about it.</p>	
<p><b>Week 7</b> <b>15.7.24</b></p>	<p>End of unit assessment</p>				<p>Environmental change</p>	<p>Recognise common map symbols</p>					