



Battle for Power



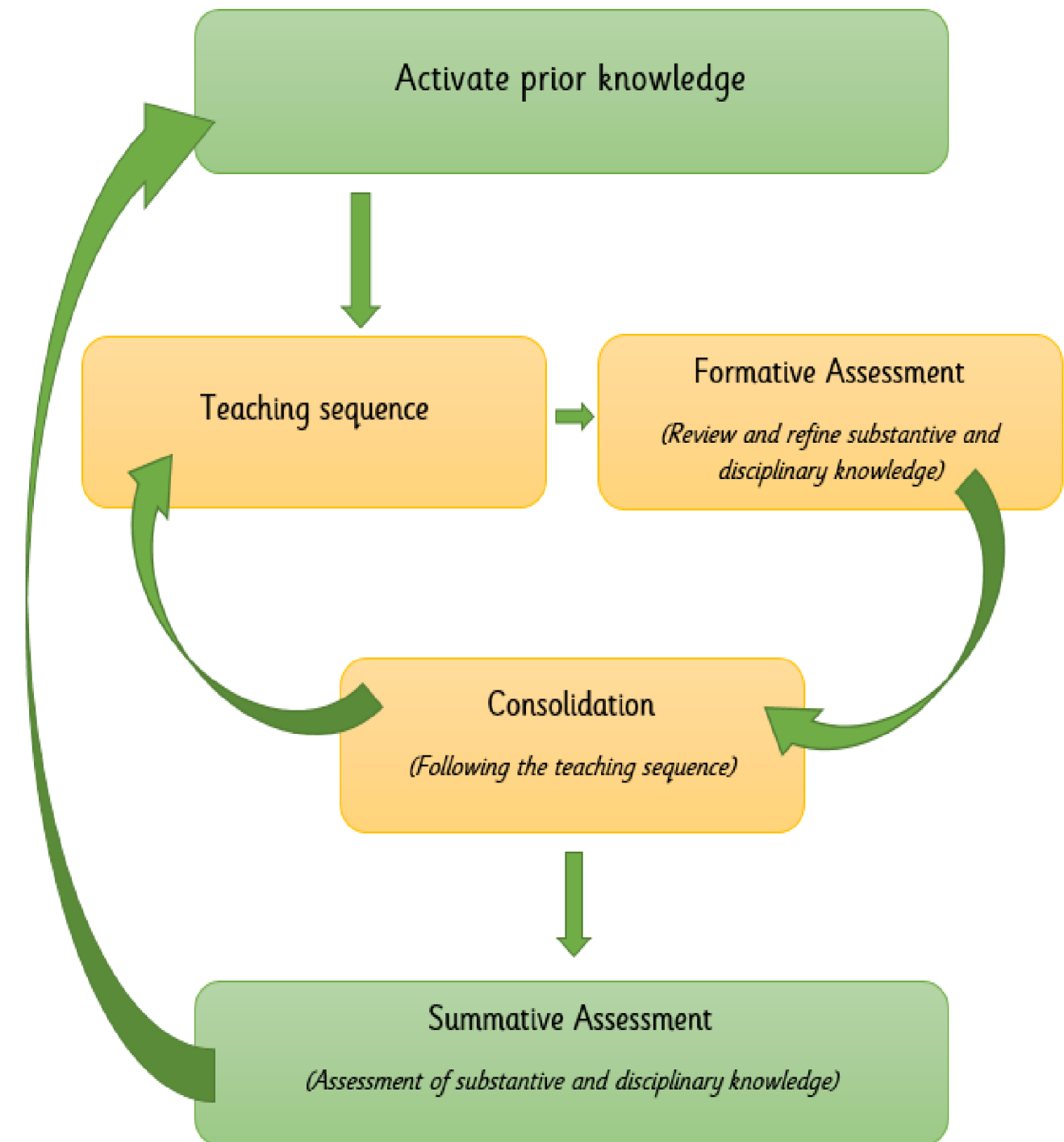
Anglo Saxons to Scots Year 4

Autumn 2026

At Bellfield, we have a consistent approach to our teaching and learning sequence.



Learning and Teaching Sequence



Science

As **scientists**, children are introduced to the science of **sound**, helping them understand how sounds are created, how they travel, and how we hear them. Across the lessons, children explore key scientific concepts through hands-on investigations, discussions, and practical experiments.

Curriculum Objective				Prior Knowledge		Disciplinary Knowledge	
NC1: identify how sounds are made, associating some of them with something vibrating NC2: recognise that vibrations from sounds travel through a medium to the ear NC3: find patterns between the pitch of a sound and features of the object that produced it NC4: find patterns between the volume of a sound and the strength of the vibrations that produced it NC5: recognise that sounds get fainter as the distance from the sound source increases				(KS1) Sound is not taught as a separate topic in KS1 science however children may have some knowledge of pitch and volume through their music lessons. (Year 3) Children continue to explore sound through music (in their music lessons) and in the topic on light, children may compare how fast sound travels compared to light.		- Scientific enquiries: - To be able to collect data from the test carried out to suggest improvements and raise further questions. - To identify similarities, differences or changes during observations. - To draw simple conclusions from the patterns recognised through data collection - Working scientifically: - Discuss as a class what has happened and independently create a short explanation.	
Sequence of Learning							
<u>How are sounds made?</u>	<u>What are sound vibrations?</u>	<u>What is inside your ear?</u>	<u>Does the size of the pinna affect the volume of the sound?</u>	<u>What is pitch?</u>	<u>What is volume?</u>	<u>Which material is best at muffling sounds?</u>	<u>Substantive Assessment</u>
Overview: Children learn that sounds are made when objects vibrate. They explore everyday objects to see how movement creates sound.	Overview: Children develop their understanding of vibrations and learn that they travel through solids, liquids and gases to reach our ears.	Overview: Children learn about the structure of the ear and how it helps us hear by turning vibrations into signals for the brain.	Overview: Children investigate how the outer ear collects sound and whether its size or shape changes how loud a sound seems.	Overview: Children learn that pitch describes how high or low a sound is and that it depends on how fast something vibrates.	Overview: Children learn that volume describes how loud or quiet a sound is and is linked to the strength of vibrations.	Overview: Children test different materials to find out which are best at blocking or absorbing sound.	Hot task based on substantive knowledge
Lesson: Discussion on sound, what makes it, explore different sounds around us.	Lesson: Recap learning from prior lesson with a discussion question.	Lesson: Recap previous lessons – look at examples in books.	Lesson: Recap previous lessons – look at examples in books.	Lesson: Recap previous lessons – look at examples in books.	Lesson: Recap previous lessons – look at examples in books.	Lesson: Recap previous lessons – look at examples in books.	<u>Disciplinary Assessment</u>
Sorting sounds into different groups (in groups).	Link theory to practice by giving them a real example (drum and rice). Explore what happens to the rice when the drum is struck and then with more force (prediction making).	Repeat drum idea, this time, question what happens when the sound vibrations reach their ear.	Read the message from Justin Bieber. Why does Justin think that having larger ears means he hears better.	Listen to two different sounds (high and low pitch). Use words to describe each sound.	Start by introducing volume, and how it is different to pitch. Use a triangle as an example. Ask some children to stand close as it makes and sound, and slowly keep moving away. What happens to the vibrations as they move?	Why do loud sounds seem quiet when you are further away? Can volume be dangerous?	Single page spread
Main activity: Individually compare and sort sounds heard in the classroom opposed to other areas in the school.	Recap states of matter. Does sound only travel through air? Act out what happens when sound travels through them.	Getting to know the bones in an ear, and using retrieval activities to get to know it (3d interactive model).	Planning a fair investigation. Discuss how and why we keep it fair.	Introduce the term pitch and ensure they know the difference between pitch and volume.	Explain that volume is measured in decibels. Look at a scale and discuss what it tells us about decibels.	What things can we do to protect our ears? Explain different things that can help protect our ears such as ear muffs.	
	Main activity: Cut and stick pictures in correct order to show how sound travels when the drum is hit.	Main activity: Label a diagram of an ear. Word bank to be provided to those that require it.	Main activity: Children to plan an investigation to answer the question – does the size of the pinnae affect the volume of a sound? Prompts are given on the planning sheet to support the children. Conclusion to finish.	Explore different musical instruments, and discuss how they can change pitch, using a panpipe as the main example and make our own.	Main activity: Children explore the effect of vibrations using a variety of instruments. They will record their findings.	Introduce the investigation and ask what a fair test is, and why it is important. Children will list all the variables that will affect their investigation.	
				Main activity: Draw and label a diagram of a panpipe. Explain which pipes make the lowest and highest pitch sound.		Children will plan an investigation to find out what materials will best muffle vibrations to protect our ears.	

						They will make a prediction and then conduct their experiment. After this is completed, they will report their findings and conclude.	
sound vibrate	sound vibration sound wave	ear canal eardrum	pinna volume	pitch low pitched	decibel energy	muffle protect	
Substantive Knowledge							
Sound is made when something moves back and forth (vibrates). When vibrations stop, the sound stops.	Sound travels as vibrations from one place to another. Sound can travel through solids, liquids and air (gas).	The ear collects sound and passes it to the brain. The eardrum vibrates when sound reaches it.	The pinna (outer ear) helps gather sound. Bigger shapes can make sounds seem louder.	Fast vibrations make high sounds. Slow vibrations make low sounds.	Strong vibrations make loud sounds. Small vibrations make quiet sounds.	Some materials absorb sound better than others. Soft, thick materials often make sounds quieter.	

Science

This unit introduces children to **electricity**, helping them understand how it is used, how circuits work, and how different materials affect the flow of electricity. Learning is supported through practical investigations and simple experiments.

Curriculum Objective	Prior Knowledge	Disciplinary Knowledge
NC1: identify common appliances that run on electricity NC2: construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers NC3: identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery NC4: recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit NC5: recognise some common conductors and insulators, and associate metals with being good conductors	(KS1) Some children may have looked at which items use electricity in other curriculum areas (e.g. Toys topic in history)	- Scientific enquiries: - To identify similarities, differences or changes during observations. - To draw simple conclusions from the patterns recognised through data collection. - To use a range of sources to gather the answers to questions and make conclusions. - Working scientifically: - Fill in pre-made tables. Use tables to fill in a graph with pre-drawn axis. - Ask simple open questions and explore the answers in a group. - Create a class conclusion together and recognise whether they were right or wrong.

Sequence of Learning					
<u>Which appliances use electricity?</u>	<u>How can I make a simple circuit?</u>	<u>Will the bulb light?</u>	<u>How can we test if a material is a conductor or an insulator?</u>	<u>How do switches affect a circuit?</u>	<u>Substantive Assessment</u>
Overview: Children learn to identify a range of everyday appliances that use electricity and begin to understand the difference between mains-powered and battery-powered devices. They also discuss the importance of using electricity safely at home and in school. Lesson: Recap prior learning with discussion about everyday activities and how things work. Introduce electricity and define electrical appliances. Children generate examples (A–Z activity). Discuss: how do appliances get electricity? Introduce mains and battery power with real-life examples (look for pylons/wires). Explore differences between mains and battery power. Sort appliances into groups using whiteboards. Main activity: Sort images of appliances	Overview: Children learn how to build a simple electrical circuit using basic components. They explore how each part (battery, wires, and bulb) plays a role in making the circuit work and begin to record their circuits using simple diagrams. Lesson: Recap prior learning about electricity and types of appliances. Introduce electrical components and explore key vocabulary. Children identify and name components. Practical challenge: Build a circuit to make a bulb light up using equipment provided. Review findings and introduce the concept of a circuit (complete loop). Discuss what happens when the circuit is broken and how electricity flows. Identify and troubleshoot why some circuits may not work.	Overview: Children use their understanding of circuits to predict whether a bulb will light in different setups. They test their ideas and learn how to spot and fix problems in circuits, developing their reasoning and problem-solving skills. Lesson: Recap prior learning by identifying electrical components and defining a circuit. Discuss what is needed to make a working circuit and explore reasons why circuits may not work. Review common faults using examples and class discussion. Mini practical task: In pairs, create one working and one non-working circuit. Predict and explain which circuits will work and why. Main activity: Predict whether different circuits do or do not work, using correct vocabulary.	Overview: Children investigate different materials to see whether they allow electricity to pass through them. They learn the terms “conductor” and “insulator” and use evidence from their tests to group materials. Lesson: Recap prior learning with discussion about electricity safety and everyday wires. Introduce insulators and conductors. Explore why wires have insulating materials on the outside and conducting materials inside. Discuss: how can we test if a material is a conductor or insulator? Identify variables to keep the test fair and what will be measured. Practical investigation: Test different materials in a circuit to see if the bulb lights up.	Overview: Children learn how switches are used to control electrical circuits. They explore how opening and closing a switch changes whether electricity can flow and apply this understanding by building their own circuits with switches. Lesson: Recap prior learning by identifying electrical components. Discuss why switches are used in circuits and explore examples from everyday life. Explain how switches work using the idea of complete and incomplete circuits. Explore different types of switches found at home and in the classroom. Practical task: Build a simple circuit and troubleshoot if it is not working. Add a switch and observe how it controls the circuit using key vocabulary.	Hot task based on substantive knowledge <u>Disciplinary Assessment</u> Single page spread

into mains or battery powered groups.	Main activity: Build and/or label a simple circuit using correct components.	Review answers and address misconceptions.	Main activity: Children work in groups to test a variety of materials for electrical conductivity. They record their results on the activity sheet. They are asked to report on their findings (word bank given).	Main activity: Children are asked to design a selector switch for a lamp. They must be able to switch it on and it stays on and switch it off and it stays off. They test their design and explain how it works.	
electricity electrical appliance	circuit switch	components broken	conductor insulator	selector switch push switch	
Substantive Knowledge					
Many everyday appliances need electricity to work. Electricity can come from mains power or batteries.	A circuit needs a complete loop for electricity to flow. A battery, wires and a component (like a bulb) are needed.	A bulb lights only if the circuit is complete. If something is missing or disconnected, it will not work.	Conductors let electricity pass through (e.g., metals). Insulators do not let electricity pass through (e.g., plastic).	A switch can open or close a circuit. When the circuit is open, electricity cannot flow.	

History

As **Historians** we will be studying the **Anglo Saxons to the Scots**. Children will be answering the question, ‘*Why did the Anglo Saxons settle in Britain?*’ with a focus on the substantive concepts of power and democracy and conflict and disaster and the disciplinary concepts of constructing the past and interpreting the past.

Curriculum Objective		Prior Knowledge	Disciplinary Knowledge	Sources of Evidence
NC3: Britain’s settlement by Anglo-Saxons and Scots		· Ask and answer questions about an individual/event · Describe significant historical figures from the past · Talk about and describe why people acted as they did in the past · Start to understand that past events/people have an impact on everyday life	↳ They began arriving in Britain after the Roman legions left in 410AD. ↳ The Anglo—Saxons established various kingdoms throughout Britain, eventually leading to the formation of Angle-land. (England) ↳ Anglo-Saxon society was hierarchical , with Kings, nobles, warriors, farmers and slaves. ↳ They lived in villages, often near rivers and forests, and were skilled farmers, craftspeople and warriors. ↳ The Anglo-Saxon period ended with the Norman conquest in 1066 following the Battle of Hastings.	Primary Sources Anglo-Saxon Coins Bede’s “Ecclesiastical History of the English People” Runestones and Inscriptions Graves and Burial Sites Art and Artifacts from Sutton Hoo Secondary Sources ”The Anglo-Saxons” by James Campbell Documentaries about the Anglo-Saxons History Websites for Kids (e.g., BBC History for Kids) Textbooks on British History (e.g., ”The History of Britain” by Susan Wise Bauer) Historical Novels Set in the Anglo-Saxon Period
Sequence of Learning				Assessment
<u>Who Were the Anglo-Saxons and the Scots?</u> Overview: Children explore who the Anglo-Saxons and Scots were, where they came from, and why they came to Britain after the Romans left. Lesson: Introduce the Anglo Saxons and the Scots – who they are and where they are from. Explore why they invaded Britain (resources, power etc). Children to research why they left their homeland to invade Britain. Main task: Create a poster or video to persuade other Anglo Saxons and Scots to invade Britain.	<u>How Did Conflict Shape Anglo-Saxon Britain?</u> Overview: Children investigate the conflicts between Anglo-Saxon kingdoms and with native Britons, including key battles and resistance. Lesson: Recap previous lesson. Ask retrieval questions. Explore the timeline showing key events such as Romans leaving Britain, early battles and the establishment of Anglo Saxon kingdoms. During this, we will also look at maps of the Anglo Saxon settlements to show where most conflicts occurred. Why did the conflict happen in these places? Think back to last lesson, what were they wanting? How did the wars change life for native Britons and settlers. Explore this question with stories and videos.	<u>Who Held Power in Anglo-Saxon Britain?</u> Overview: Children explore how Anglo-Saxon society was structured, including kings, the witan (council), and early laws. Lesson: Recap previous lessons. Look at prior work. Start by exploring who power was often held by – kings and local lords. Discuss how they controlled land, resources and people and what this meant for the people. Explore the duties of people in charge. Look at the seven main kingdoms on the map from the last lesson. First task: Label and colour each kingdom and mark significant locations. Discuss how location affected power. Explore the hierarchy. Use role play to understand the roles, attitudes and lifestyles of people in the hierarchy. Main task: Build a model kingdom using cardboard and paper, to show how different people lived.	<u>How Do We Know About the Anglo-Saxons and Scots?</u> Overview: Children explore how historians learn about the Anglo-Saxons and Scots through artefacts, burial sites (e.g. Sutton Hoo), and written sources. Lesson: Recap previous lessons. Look at examples of work. Start by looking at a variety of simple objects from history. Such as, a comb, clothes and coins. If we were historians, what could these images tell us about who used it, and what life they had? What clues can we spot? Link this to how historians use objects to find clues and discover things like detectives would. Explore the main ways historians learnt about Anglo Saxons and Scots – artefacts, burial sites, written sources. Main task: Look at three things all together as a class. An artefact, a burial site and a written source. The children (with prompts) will have a look at the evidence and write	<u>Substantive and Disciplinary Assessment</u> Timeline highlighting key dates and events to include where The Anglo Saxons and Scots fit in with British and world history.

	Main task: Write a diary entry as people living through invasions – to capture their fear, and lifestyle.		down what this tells us about the Anglo Saxons and the Scots.	
migration invade	conflict resistance	witan authority	burial site artefacts	
Substantive Knowledge				
The Scots came from Ireland and moved to Scotland.	Anglo-Saxon kingdoms often fought each other for land and power.	Anglo-Saxon kings had the most power.	Archaeologists learn about the Anglo-Saxons by studying artefacts and burial sites.	
The Anglo-Saxons came from places like Germany, Denmark, and the Netherlands.	Britons fought against the Anglo-Saxons, and these battles changed who ruled different parts of Britain.	The witan (a council of nobles and leaders) helped the king make decisions.	Written sources help historians learn how the Anglo-Saxons and Scots lived and what they believed.	

Geography				
As Geographers , children will develop their understanding of world geography by studying Poland, Brazil and North America. They begin by locating these places using maps and atlases, learning about continents and countries. Pupils explore the physical geography of Poland and Brazil, including landscapes, climates and environmental regions, and compare key features such as mountains, rivers and rainforests. The unit concludes with a focus on North America’s human geography, where pupils learn about major cities, population and how people live.				
Curriculum Objective		Prior Knowledge		Disciplinary Knowledge
NC1: locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities NC5a: describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle NC6: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		· There are 4 countries in the UK. · Certain parts for the UK are protected and cant be built on. · A compass is for directions. · Grid references are used on a map. · Human features are those made by humans. · Physical features are those that are naturally made. · A landmark is an object or feature of town that is easily seen and recognised. · A key shows a symbol or colour for something important on a map		· Use world maps, atlases, and globes to locate places, using compass directions, and understanding locational language. · Explore the relationship between human and physical geography, such as how settlements are influenced by physical features or how human activity impacts the environment.
Sequence of Learning				Assessment
<u>Locating Poland, Brazil and North America</u> Overview: Children use maps and atlases to locate Poland, Brazil, and the continent of North America, identifying their position in the world and surrounding countries. Lesson: Recap previous learning. Ask retrieval questions about continents and map skills. Explore maps and atlases to locate Poland, Brazil, and North America. Discuss which continents they are in and identify surrounding countries. What clues help us find these places? Consider continents, oceans, and nearby countries. Why might it be easier or harder to locate some places than others? Use map work to identify and label each location.	<u>Environmental Regions and Physical Features of Poland</u> Overview: Children explore Poland’s environmental regions and key physical features such as rivers, mountains, and forests. Lesson: Recap previous learning. Ask retrieval questions about Poland’s location. Explore maps and images to identify Poland’s environmental regions and key physical features, including rivers, mountains, and forests. Where are these features located? What patterns do you notice? How might these physical features affect how people live in Poland? Use maps/atlases to locate key features. Create and use keys (colour keys) for different physical features.	<u>Environmental Regions and Physical Features of Brazil</u> Overview: Children explore Brazil’s diverse physical geography, including the Amazon rainforest, rivers, and climate zones. Lesson: Recap previous learning. Ask retrieval questions about Brazil’s location. Explore maps, images, and videos to identify Brazil’s physical geography, including the Amazon rainforest, major rivers, and climate zones. Where are these features located? What patterns can you see? How might climate and physical features affect life in Brazil? Use maps/atlases to locate and label key features. Use Ipads to research key physical features, and create a fact file on one.	<u>Human Characteristics and Major Cities of North America</u> Overview: Children explore the human geography of North America, including major cities, land use, and population distribution. Lesson: Recap previous learning. Ask retrieval questions about North America’s location. Explore maps, images, and data to identify key aspects of human geography in North America, including major cities, land use, and population distribution. Where are the most populated areas? What patterns can you see? Why do you think people settle in these places? Consider resources, climate, and opportunities. Use maps/atlases to locate and label key cities and regions. Pretend you are a resident at one of the cities. Create a poster to persuade someone to come. Use posters to discuss population distribution.	<u>Substantive Assessment</u> Hot task <u>Disciplinary Assessment</u> Children to create a mini video describing the physical geography of Poland, Brazil and North America.
border, Amazon basin	Vistula, temperate	rainforest, tropical	industry, urban	
Substantive Knowledge				
Poland is in the continent of Europe.	The Carpathian Mountains are in the south of Poland.	Brazil is home to the Amazon Rainforest.	Mexico City is one of the most populated cities in the world.	

North America is a large continent in the Northern Hemisphere.	The River Vistula is the longest river in Poland.	Brazil is mostly in the tropical climate zone.	North America has a population of about 600 million people.	
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Art				
In Year 4, children will be studying Pierre-Auguste Renoir, from the Impressionism period. Children will create mood boards to explore art from this period, with a focus on Renoir. They will explore elements of the Impressionism period that they enjoy and want to continue to investigate in their own work. From this, children will choose a piece of Renoir’s art work to recreate, using some of the techniques that they have studied. Children will focus on their painting skills, thinking about the types of paint they can use to create different effects. Children will also experiment with thicker and thinner brushes to create different effects. Finally, all children will create their own unique painting, in the style of Renoir, using their own lives as inspiration.				
Curriculum Objective		Prior Knowledge	Disciplinary Knowledge	Substantive Knowledge
NC1: to create sketch books to record their observations and use them to review and revisit ideas. NC2: to improve their mastery of art and design techniques, including drawing, and painting. NC3: to know about great artists, architects and designers in history.		· Children have explored colour and know that if they mix primary colours the make secondary colours · They have used thick and thin brushes · Made tints and tones by adding white and black paints	· Select and use a range of brushes appropriate to the task · Mix colours for a purpose · Use colour to make a background wash	· Renoir was a leading painter who helped create the Impressionist style. · He painted portraits and still life but is most famous for painting social scenes of the day. · His most famous painting is called Dance et Le Moulin.
Sequence of Learning				Assessment
<u>Mood board</u> · Who was Renoir? How did the Impressionism style develop from Realism (comparison) · Give a range of images by Renoir for the children to create mood board with annotations <u>Replication</u> · Children will choose their favourite image from the mood board and will replicate a pencil drawing using as much detail as they possibly can—children will add colour with pencil crayons or paint	<u>Techniques</u> · Children to paint with a variety of paintbrushes for specific outcomes - thick, thin, soft or hard bristle · Children explore a variety of colours and creating tints and tones by adding white and black · Children to create a background by adding water to create a colour wash · Children to paint a section of a live scene in the moment like Renoir	<u>Sketch and Design</u> · Children to use their mood board and techniques to create their own piece based on Renoir—children can photograph their own social scenes at home to use as their final piece design	<u>Creation</u> · Children will evaluate their sketches and create their final piece using a range of colours, tones and textures to create the feeling of the moment like in the Impressionist style	<u>Substantive Assessment</u> Quiz <u>Disciplinary Assessment</u> Art gallery/show displaying their own final piece painting in the style of Renoir.
Key Vocabulary				
Replicate	Effect	Sketch	Evaluate	

Design and Technology

As designers we will develop our **sewing and textile** skills. We will develop our understanding and ability to use **fastenings** and will design and create a simple end product which uses fastenings.

Curriculum Objective		Prior Knowledge	Disciplinary Knowledge	Substantive Knowledge
NC1: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups NC2: generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design NC3: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately NC4: select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities NC5: investigate and analyse a range of existing products NC6: evaluate their ideas and products against their own design criteria and consider the views of others to improve their work		· The running stitch is a straight stitch where the needle passes through the material at regular intervals · The cross stitch is a stitch in the shape of an ‘X’ · Threading a needle and tying a knotting to secure the thread	· Threading a needle · Develop sewing skills - being able to start and end · Select appropriate type of stitch · Add an appropriate fastening to a product	· A fastening is a device which attaches two edges of fabric together · A variety fastenings are used depending on the intended purpose
Sequence of Learning				Assessment
Research - Where do we find fastenings in the world? · Children to be introduced to sewing/textiles and fastenings. · Children to find fastenings around the classroom and around school - where are they found? What are they used for? How do they work? · Children to create an annotated research board of the different types of fastenings	Skills practise · Children to practise threading a needle and different types of stitches · Children to practise starting and ending a piece of sewing · Children to attach a fastening (button or hook and eye to their material)	Designing a product with a fastening · Children to design a pencil/pen pouch and select a fastening - annotate designs explaining the stitch and fastening selection Creation · Children to create a pen/pencil pouch with a fastening (button or hook and eye)	Evaluation · Children to evaluate their pouches - does it work? What do they like/dislike? Would they change anything next time? · Children to explain the steps in their making process	<u>Substantive Assessment</u> Quiz <u>Disciplinary Assessment</u> Create a pencil/pen pouch with a fastening and explaining the making process in DT books
Key Vocabulary				
Research	Fastening	Design	Evaluation	

PE						
Autumn 1: Games – Invasion Autumn 2 – Athletics – Indoor						
Curriculum Objective				Prior Knowledge	Disciplinary Knowledge	Substantive Knowledge
<u>Autumn A</u> NC3: develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics)				· How to kick a ball · How to stop a ball · How to defend in football	· To know how to control a ball · To be able to shoot at a target · To be able to attack and defend. · To move with control and power · To run at different speeds · To throw and catch a ball	· To kick you use your legs · To control a ball you use your feet · To attack and defend you need two teams · For jumping your legs are the main body part to do this. · To land your feet will be spread out · For running your legs and arms are the main body part for this · To throw you will use your arms
<u>Autumn B</u> NC3: develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics)						
gymnastics]						
<u>Lesson 1</u> To send and control a ball	<u>Lesson 2</u> To shoot effectively	<u>Lesson 3</u> To use evasion	<u>Lesson 4</u> To know and apply principles of defence	<u>Lesson 5</u> To apply principles of attack and defence to game situations	<u>Lesson 6</u> To apply principles of attack and defence to game situations	<u>Substantive knowledge</u> To play a game of football against each other. <u>Disciplinary Assessment</u> Teach your partner about the basics of an invasion game.
Key Vocabulary						
Control, concentrate	Power, accuracy	Awareness, avoid	Marking, stay close	Teamwork, space	Cooperation, support	
<u>Lesson 1</u> To improve quality of standing jumps	<u>Lesson 2</u> To refine technique	<u>Lesson 3</u> To run for an extended period of time	<u>Lesson 4</u> Consolidate sprinting technique	<u>Lesson 5</u> To throw for distance using different techniques with power	<u>Lesson 6</u> To refine techniques of different throws	<u>Substantive Assessment</u> To have an athletic competition against classmates. <u>Disciplinary Assessment</u> Create a step by step of how to do different throws and teach a classmate.
Key Vocabulary						
Balance, distance	Technique, effort	Endurance, pace	Posture, long strides	Speed, power	Concentration, accuracy	

Music						
As musicians we will be Developing understanding of beat, note values, bars and time signatures, leading to composing and performing rhythms and melodies using the pentatonic scale. In the second half of the term we will be exploring the history of Jazz and Swing, understanding AABA musical structure, and composing/performing music inspired by transport (especially trains).						
Curriculum Objective				Prior Knowledge	Disciplinary Knowledge	Substantive Knowledge
Pupils should be taught to: - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music.				· How to use long and short sounds to create a sequence · How to clap a simple rhythm · How to create a range of different sounds (long, short, loud, quiet, high and low) · How to choose sounds to create an effect for a specified theme.	· To confidently identify and move to the pulse. · To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). · Talk about the music and how it makes them feel. · Listen carefully and respectfully to other people’s thoughts about the music. · When talking about music, try to use some musical words. · Sing in unison and in simple two-parts. · To demonstrate a good singing posture.	· A verse tells the story · A chorus is memorable and repeated throughout the song · Compose means to create a song · A time signature is how many beats are in the bar · A melody is a series of notes that is played in a memorable order · Tempo is the speed or pace of the beat
Sequence of Learning						
Lesson 1 – Beat & Note Values Listening: Listen to a song and identify the steady beat. Discuss where the beat is felt in the body and whether it is fast or slow. Explore whether the beat changes. Musicianship: Introduce note values (e.g., crotchet, minim). Practise clapping different note lengths. Identify note values by name and number of beats.	Lesson 2 – Beats, Bars & 4/4 Time Listening: Revisit the song and keep a steady beat through clapping or movement. Musicianship: Introduce bars and 4/4 time (4 beats in a bar). Practise counting in groups of four. Use movement (stepping) to feel bars. Performance: Clap and play simple rhythms using instruments.	Lesson 3 – Creating Rhythms in Bars Listening: Listen to Indian music and explore tala (rhythmic cycles). Discuss how rhythm creates energy and movement. Musicianship: Recap note values and bars. Create 4-beat bars using combinations of notes and rests. Composition: Pupils create their own rhythmic patterns using bars and note values. Perform and share as a class.	Lesson 4 – Rhythm in Dance Music Listening: Listen to dance music and identify repeating rhythms. Discuss instruments and beat patterns. Musicianship: Learn movements linked to the beat. Emphasise staying in time. Performance: Play previously composed rhythms using instruments. Swap and perform each other’s compositions.	Lesson 5 – Introduction to Pentatonic Scale Listening: Listen to examples of pentatonic music from different cultures. Discuss mood and sound. Musicianship: Learn the pentatonic scale (C–D–E–G–A). Explore playing freely on glockenspiels using only these notes. Improvise simple melodies.	Lesson 6 – Pentatonic Composition & Performance Musicianship: Develop compositions using pentatonic notes. Practise playing set note patterns. Composition: Create original pentatonic melodies using 5 notes. Experiment with playing different parts together. Performance: Perform and record compositions. Reflect on how different parts sound together.	<u>Substantive knowledge</u> Year 4 End of unit theory quiz <u>Disciplinary Assessment</u> Perform finished version of choice to another class.
Key Vocabulary						
Bar – a group of beats/ Time signature (4/4) – 4 beats per bar/ Strong beat – emphasised beat/ Tala – repeating rhythmic cycle/ Pentatonic scale – 5-note scale (C–D–E–G–A)/ Melody – a series of notes						
Lesson 1 – Introduction to Jazz & Swing (1940s) History of Music: Learn about Jazz and Swing in the 1940s. Understand origins (African American communities in the USA). Learn about the Duke Ellington Orchestra. Listening:	Lesson 2 – AABA Structure (Take the A Train) Listening: Listen to Take the “A” Train (Duke Ellington & Ella Fitzgerald, 1939). Learn that the piece represents a train journey. Identify instruments and energetic style. Musical Understanding: Introduce AABA structure:	Lesson 3 – Creating AABA Using Technology Listening: Recap Take the A Train and its structure. Composition (Digital): Use Chrome Music Lab (Song Maker). Create an AABA composition: Repeat A pattern Create contrasting B Experiment with:	Lesson 4 – Train Music & Class Composition Listening & Appraising: Listen to train-inspired jazz pieces (e.g., Night Train, Chattanooga Choo-Choo). Identify features that sound like a moving train: Repetition Rhythm Tempo Composition (Class):	Lesson 5 – Developing AABA Compositions Composition: Rehearse class A and B ideas. Combine into full AABA structure. Record performance. Group Work: Pupils begin composing their own AABA piece inspired by a mode of transport. Create a mood board: Sounds	Lesson 6 – Final Composition & Performance Listening: Revisit Take the A Train. Discuss likes/dislikes and key features of jazz. Composition & Performance: Complete group AABA compositions. Practise and perform.	<u>Substantive Assessment</u> Year 4 End of unit theory quiz <u>Disciplinary Assessment</u> Perform finished version of choice to another class.

Listen to examples of Jazz and Swing music. Identify features: Strong rhythm Swing feel Improvisation	A = main theme A = repeated B = contrasting section A = return to original Activity: Listen again and identify A and B sections.	Tempo Instruments Rhythm	Create two contrasting ideas (A and B) using: Voices Instruments Explore: Accelerando (getting faster) Rallentando (getting slower)	Tempo Instruments Plan where to use accelerando and rallentando.	Record performances (e.g., Dojo).	
Key Vocabulary						
Jazz – music style with rhythm, improvisation, and swing feel/ Swing – rhythmic style with a “bouncy” feel/ AABA form – structure with repeated A section, contrasting B, return to A/ Section – a part of music/ Theme – main musical idea/ Accelerando – getting faster/ Rallentando – getting slower						

<u>Religion and Worldviews</u>	
In Autumn A, children will take an in depth look at the Buddhist Faith . They will discover who the founder was, their place of worship, their sacred text, who they worship, their special symbol and will read and understand the story of The Taming of Nalagiri the Elephant.	
In Autumn B, children will look at the Christian faith . Children will talk about Jesus and his impact on people, who was significant in his life and how Christians show commitment to social and global issues.	
Towards the end of the term, children will discuss how and why light is such a special symbol of Christmas.	

Faith Concept		Prior Knowledge		Substantive Knowledge A		Substantive Knowledge B	
<u>Buddhism</u> Enlightenment, Sangha, Samsara <u>Christianity</u> Kingdom of God, People of God	Understanding of Hinduism: -Who God is. -How they believe the world was created. -Symbols and artefacts used in Hinduism.		Who founded - Siddhartha Gautama Place of worship - Vihara Sacred text - The Tripitaka Who worship - Do not worship any Gods Special symbols - Dharmachakra The Dharma Wheel (Dharmachakra) symbolizes the Buddha's teachings and the path to enlightenment, while the Lotus flower represents purity and rising above suffering.		Jesus: The Son of God; Saviour; the third person of the Trinity. Light: A natural agent that makes things visible. Light of the World: A phrase Jesus used to describe himself and his disciples. Christingle: A lighted candle, symbolizing Christ, held by children at a special Advent service. Hanukkah: The Jewish Festival of Light. The Maccabean Jews, led by Judah Maccabee, rebelled against King Antiochus and won.		
Sequence of Learning							
What is the meaning of the title Buddha? The title 'Buddha' means enlightened one. It is a title given to someone who has attained the highest of spiritual awakening. Discuss with the children who the founder was. What can be learnt from Buddha's life story?	Buddhist's worship. Where do Buddhists worships? Who to and why? Discuss Buddhists practices including mediation, chanting, making offerings and engaging in acts of kindness and compassion.	Sign and Symbols. Children can research special signs and symbols in the Buddhist faith . Discuss the Dharma wheel which symbolises the Buddha's teachings and the cycle of rebirth. ~ Discuss the Lotus flower which represents enlightenment and the ability to rise above suffering.	Story - The Taming of Nalagiri the elephant. Discuss and read the story. What can we learn from the story? Why is mindfulness and meditation important to Buddhists? Children to answer questions relating to the story.			Substantive knowledge Create a poster showcasing their knowledge of Buddhism. <u>Disciplinary knowledge</u> Act out the story of The taming of Nalagiri elephant. -	
Key Vocabulary							
Enlightenment	Compassion	Dharmachkra	Mindfulness				
Jesus' life. What was the impact of Jesus' life on his followers? Who were the significant people in Jesus' life?	Impact on people. How does Jesus' teaching impact people today? Discuss the spiritual and cultural influence that Jesus' teachings have on some people lives today and why.	How do Christians show commitment to social and global issues? Children to discuss and research that Jesus' teachings of love, compassion, and service, often translates into actions like charity work, advocating for justice, and caring for the environment.	Why is light is such a special symbol of Christmas for Christians? Children to discuss and research why is Jesus described as the Light of the World? What does the light do to the dark? Why is light such a powerful symbol? Is light a good metaphor for Jesus? How did Jesus bring light? How does Jesus bring light?			Substantive knowledge Create a poster about how Christians show commitment to social and global issues <u>Disciplinary knowledge</u> Presentation to present to the class.	
Key Vocabulary							

Impact	Teachings	Commitment	Christingle			
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PSHE

Being Me in My World – In Autumn A, we will think about our role as part of the class and how our attitudes and actions impact on this. We will consider our rights, responsibilities and democracy and how our actions lead to rewards and consequences. We will consider how groups come together to make decisions and how this can benefit the school community.

Celebrating Differences - In Autumn B, we will learn to recognise and celebrate differences between people, including culture, appearance and beliefs. We will explore topics such as respect, acceptance and the importance of kindness. Children will develop understanding of bullying, including how to recognise it and what to do if it happens. They are encouraged to value diversity and build positive relationships within their community.

Curriculum Objective								Prior Knowledge	Substantive Knowledge A	Substantive Knowledge B
R1	R2	R3	R4	R5	R6	R7	R8	· Recognising simple emotions. · How to make someone feel valued and welcome. · Know behaviour bring rewards and consequences. · Know about family support. · What bullying is and how to problem solve.	· know my attitudes and actions make a difference to the class team · understand who is in my school community, the roles they play and how · understand how democracy works through the School Council · understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them · understand how groups come together to make decisions · understand how democracy and having a voice benefits the school community	· Being a team means supporting each other and working together on a common goal. · Everyone has rights and responsibilities · Rewards are positive consequences can be negative · You cannot tell what someone is like by how they look · The world around us makes us think and believe things about others · Bullying is when behaviour is constant.
R9	R10	R11	R12	R13	R14	R15	R16			
R17	R18	R19	R20	R21	R22	R23	R24			
R25	R26	R27	R28	R29	R30	R31	R32			
H1	H2	H3	H4	H5	H6	H7	H8			
H9	H10	H11	H12	H13	H14	H15	H16			
H17	H18	H19	H20	H21	H22	H23	H24			
H25	H26	H27	H28	H29	H30	H31	H32			
H33	H34	H35								

Sequence of Learning

<u>Becoming a Class ‘Team’</u> · Know my attitudes and actions make a difference to the class team. · Know how to use my Jigsaw Journal · Know how good it feels to be included in a group and understand how it feels to be excluded.	<u>Being a School Citizen</u> · Understand who is in my school community, the roles they play and how I fit in. · Take on a role in a group and contribute to the overall outcome.	<u>Rights, responsibilities and democracy</u> · Understand how democracy work through the School Council. · Recognised my contribution to making a Learning Charter for the whole school.	<u>Rewards and consequences</u> · Understand that my actions affect myself and others; I care about other people’s feelings and try to emphasise with them. · Understand how rewards and consequences motivate peoples behaviour.	<u>Our learning charter</u> · Understand how groups come together to make decisions. · Take on a role in a group and contribute to the overall outcome.	<u>Owning our learning charter</u> · Understand how democracy and having a voice benefits the school community. · Understand why our school community benefits from a Learning Charter and can help others to follow it	<u>Substantive Knowledge</u> Hot task linked to key knowledge. <u>Disciplinary Knowledge</u> Create a poster all about the learning charter and being part of the school community.
Key Vocabulary						
attitude, actions	community, contribute	democracy, council	empathise, motivate	role, decisions	voice, benefit	
<u>Judging by appearance</u>	<u>Understanding influences</u>	<u>Understanding bullying</u>	<u>Problem-solving</u>	<u>Special me</u>	<u>Celebrating different: how we look</u>	<u>Substantive Knowledge</u>

· Understand that sometimes we make assumptions based on what people look like. · Try to accept people for who they are.	· Understand what influences me to make assumptions based on how people look. · Question why I think what I do about people.	· Know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure. · I know how it might feel to be a witness to and a target of bullying.	· Explain why witnesses sometimes join in with bullying and sometimes don't tell · Can problem solve a bullying situation with others	· Identify what is special about me and value the ways in which I am unique · Like and respect the unique features of my physical appearance.	· Tell you a time when my first impression of someone changed when I got to know them. · Explain why is good to accept people for who they are.	Hot task linked to key knowledge. <u>Disciplinary Knowledge</u> Make a leaflet informing people of how to recognise bullying, what to do and how to problem solve.
Key Vocabulary						
judging, accept	influence, assumptions	bullying, target	witness, problem-solve	value, unique	impression, accept	

Computing

In Autumn A, children will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.

In Autumn B, children will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers.

Curriculum Objective		Prior Knowledge		Disciplinary Knowledge		Substantive Knowledge
Autumn A NC4: Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration NC5: Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content NC6: Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information NC7: Use technology safely, respectfully, and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact. Autumn B NC5: Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content NC6: Select, use, and combine a variety of software (including internet services) on arange of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information NC7: Use technology safely, respectfully, and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact		To create a storyboard · To use voice recordings · Create and edit videos · How to use text boxes and change the size and font · To change the background		· Identify errors within conditional selection and be able to debug errors with increasing independence. · Observe a program that uses conditional selection functions and anticipate what it is expected to do · Be able to create a simple program using a range of conditional selection functions · Begin to explore how to make an algorithm better (fewer instructions, more precise language).		Multiple networks can link together · Websites have key features · Anyone can upload content to the internet. · Not everything on the internet is real. · Input devices used to record sound and output devices needed to listen to it · Voice recordings are used for podcasts. · Recording are re-recording are important for podcasts
Sequence of Learning						
<u>Connecting networks</u> · Explore how a network can share messages with another network	<u>What is the internet made of?</u> · Describe parts of a network	<u>Sharing information</u> · Explore what can be shared on the world wide web	<u>What is a website?</u> · Analyse a website and identify key parts	<u>Can I believe what I read?</u> · Appreciate that everything they see on the internet and decide if images are real or not		<u>Substantive knowledge</u> Hot task to create a PowerPoint how a network works
Key Vocabulary						<u>Disciplinary knowledge</u> Share their PowerPoint either online or to a different class
internet, network	server, wireless access point (WAP)	Websites, web address	Web page, links	Honest, adverts		
<u>Recording sound</u> · Identify input and output devices.	<u>Editing audio</u> · Record and re-record their voices to improve recording	<u>Planning a podcast</u> · record their voices and then import and use sound effects to create layers in their recordings.	<u>Creating a podcast</u> · Record voice tracks for their podcast	<u>Evaluating podcasts</u> · Evaluate their podcast		<u>Substantive knowledge</u> Hot task to create a podcast
Key Vocabulary						<u>Disciplinary knowledge</u>

Input device, output device	Edit, audio	Sound, layer	Playback, selection	Evaluate, feedback		Share their podcast either online or to a different class
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Languages							
Overview of unit: Autumn 1 – Days of the Week Autumn 2 – Feelings							
Curriculum Objective		Prior Knowledge		Disciplinary Knowledge		Substantive Knowledge	
NC3: engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* NC5: develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*		N/A					
Sequence of Learning							
Introduction to BSL Overview: Pupils will learn the conventions of BSL and the importance of looking at people whilst speaking, signing slowly and clearly. Ideas/Examples: Unit ‘What is British Sign Language?’ Introduction lesson	Days of the week Overview: Pupils will learn to sign all of the days of the week. Ideas/Examples: Days of the Week video Part 1 - Be able to answer questions such as ‘what day is it yesterday/today/tomorrow’	Asking which day something happens Overview: Pupils will learn to ask when something happens and respond with what day. Ideas/Examples: Days of the Week video Part 1 - Create an example class timetables with a different event each day. Ask children which day do we do Geography etc. Children to create their own and ask the questions in pairs. Stretch with making a morning and afternoon.	Assessment Overview: Pupils will be given a range of Days of the Week to understand and say to each other. Ideas/Examples: Use the ‘games’ as whole class assessment. All pupils to use Ipad to complete ‘Homework Quiz’ as an end of unit assessment			<u>Substantive knowledge</u> Homework Quiz <u>Disciplinary knowledge</u> Using BSL to say days of the week to a friend.	
Key Vocabulary							
BSL (British Sign Language)	Monday, Saturday	Today, Tomorrow	Tuesday, Wednesday				
Feelings introduction Overview: Pupils will learn the signs for different feelings. Ideas/Examples: Feelings video – part 1 – repeat signs of key feelings (happy, sad, angry, surprised, scared, excited, upset, grumpy and love). Discuss different scenarios and sign how this would make you feel.	Feelings and facial expressions Overview: Pupils will learn to use facial expressions when saying how they are feeling. Ideas/Examples: Feelings video – part 1 – recap signs of key feelings (happy, sad, angry, surprised, scared, excited, upset, grumpy and love). Discuss the importance of facial expressions during signing and why this is important. In pairs play guess the feeling – one child sign and the other person	Asking questions about feelings Overview: Pupils will learn how to ask how someone is feeling and respond appropriately. Ideas/Examples: Recap learnt signs – teacher to roleplay using facial expressions and children to guess the feeling using signs. Link with greetings – one child ask, “How are you” the other child respond with feelings.	Assessment Overview: Pupils will be given a range of feelings to understand. Ideas/Examples: Use the ‘games’ as whole class assessment. All pupils to use Ipad to complete ‘Homework Quiz’ as an end of unit assessment			<u>Substantive knowledge</u> Homework Quiz <u>Disciplinary knowledge</u> Using BSL to ask how someone feels, and to say how they feel themselves.	

	guess what they are saying. Complete flashcard activity.					
Key Vocabulary						
Happy, sad	Excited, scared	How are you?, angry	Surprised, upset			