

THE VICTORIANS Class 4 2019-2020

Numeracy	See Numeracy planning
Literacy	See Literacy planning
Science	<p><u>Understanding animals and humans (continued)</u></p> <p>Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body. Describe the changes as humans develop to old age.</p> <p><u>Evolution and Inheritance</u></p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>
RE/PSHE	<p>Places of worship</p> <p>How is the resurrection portrayed as central to Christian beliefs?</p>
History	<p>A significant turning point in British history Changes in an aspect of social history (crime and punishment, transport)</p> <p>Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past. Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Show awareness of the concept propaganda, how historians must understand the social context of evidence studied.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Refine lines of enquiry as appropriate. Compare some of the times studied with those of the other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</p>

<p>Art</p>	<p>Create objects that employ a seam allowance.</p> <p>Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).</p> <p>Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration)</p>
<p>Design and Technology</p>	<p>Take inspiration from the greats: Give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p> <p>Create original pieces that show a range of influences and style.</p> <p>Printing: Build up layers of colours.</p> <p>Create an accurate pattern, showing fine detail.</p> <p>Use a range of visual elements to reflect the purpose of the work and show precision in techniques.</p> <p>Textiles: Choose from a range of stitching techniques.</p> <p>Combine previously learned techniques to create pieces.</p>
<p>Computing</p>	<p>Online safety : I am safe</p> <p>Keep personal details private.</p> <p>Consider who you are talking to online.</p> <p>Improve my web - detective skills.</p> <p>Programming-Scratch</p>
<p>Music</p>	<p>Perform</p> <p>Sing or play from memory.</p> <p>Perform solos or as part of an ensemble with confidence.</p> <p>Sing or play expressively and in tune.</p> <p>Hold a part within a round.</p> <p>Sing a harmony part confidently and accurately.</p> <p>Sustain a drone or a melodic ostinato to accompany singing.</p> <p>Perform with controlled breathing.</p>
<p>French</p>	<p>Au Café</p> <p>To enable children to be able to order drinks and snacks in a French café.</p>