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| **Summer Term Year 4**  **All subjects are directly linked to the National Curriculum’s programmes of study.** | | | |
| **Carlton Explorers** | | | |
| **MFL** | **PSHRE** | **Computing** | **PE** |
| **Subject Endpoints**  **Skills**  Identify words/short phrases and recognise/compare different sounds.  Ask and answer a wider range of questions.  Memorise and present a short spoken text.  Read and understand a range of familiar written phrases.  Read a wider range of words, phrases and sentences aloud.  Write some familiar words and phrases without help.  **Knowledge**  Discuss festivals and celebrations in different cultures.  Compare aspects of everyday life at home and abroad.  Identify similarities in some traditional stories. | **Relationships - Be Yourself**  **Subject Endpoints**  **Skills**  To express thoughts and feelings respectfully.  Know how and when to be assertive.  Recognise personal strengths and achievements.  Recognise different emotions.  To know how to make things right when we make mistakes.  **Knowledge**  To develop respectful relationships.  Use personal strengths and achievements to build self-confidence.    **Health and Wellbeing - Safety First**  **Subject Endpoints**  **Skills**  Develop strategies to deal with peer pressure.  To take responsibility for own safety.  To recognise hazards and dangers.  **Knowledge**  Know what to do in risky situations.  Recognise dangerous substances; drugs (including medicines), cigarettes and alcohol.  **SRE- It’s My Body and Growing Up**  **Subject Endpoints**  **Skills**  To recognise safer choices regarding bodies and health.  Develop strategies on how to keep our bodies healthy.  Develop respectful approaches to discuss body parts and relationships.  **Knowledge**  Identify ways to look after our bodies in terms of: sleep and exercise, diet, cleanliness and substances.  To know we grow and change, both physically and emotionally.  Understand how male and female bodies play a part in human reproduction.  To know about different relationships and family structures. | **Computing – Hardware Investigators**  **Subject Endpoints**  **Skills**  Can name the different parts of a desktop computer. Know what the function of the different parts of a computer is. Can explain inputs and output devices.  **Knowledge**  Can recognise the main component parts of hardware which allow computers to join and form a network.  **Computing – Logo**  **Subject Endpoints**  **Skills**  Learn the structure of the language of Logo. Input simple instructions in Logo. Can create Logo instructions to draw patterns of increasing complexity. Can use the Repeat function in Logo to create shapes. Can use and build procedures in Logo.  **Knowledge**  To be able to program using Logo.  **Communication-Animation**  **Subject Endpoints**  **Skills**  Can discuss what makes a good animated film or cartoon and what their favourites are. Learn how animations are created by hand. Have made a simple animation. Learn about onion skinning in animation. Can add backgrounds and sounds to animations. Know what ‘stop motion’ animation is and how it is created.  **Knowledge**  Can create their own animations.  **Communication- Making Music**  **Subject Endpoints**  **Skills**  Can identify and discuss the main elements of music - • Pulse • Rhythm • Tempo • Pitch • Texture.  Can understand and experiment with rhythm and tempo. Can create a melodic phrase.  **Knowledge**  Can compose a piece of music.  **Online Safety We follow ‘Education for a Connected World’.**  **Online Relationships**  **Knowledge**  Relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.  **Self-image and Identity**  **Knowledge**  Shaping online identities and the impact of media influences. | **Play competitive games: Cricket and Netball.**  **Subject Endpoints**  **Skills**  Use a bat to hit a ball with accuracy and control.  Accurately serve underarm.  Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball.  Develop different ways of throwing and catching.  Move with the ball using a range of techniques showing control and fluency.  Pass the ball with increasing speed, accuracy and success in a game situation  Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.  Make the best use of space to pass and receive the ball.  **Knowledge**  Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring  Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.  Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result. |