|  |  |  |
| --- | --- | --- |
| **Science****Living Things in their Habitats*** To identify different habitats.
* To research a habitat
* To understand how animals can be classified
* To create a classification key
* To understand classification and adaptations within species

**Animals including Humans*** To identify the organs in the digestive system
* To describe the main functions of the organs in the digestive system
* To identify the types of human teeth and their functions
* To investigate the effect of different liquids on teeth
* To understand food chains
 | **Music****Samba and carnival sounds and instruments.*** Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil.
* Clap on the off-beat (the and of each beat) and be able to play syncopated rhythm.
* Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class).
* Play their break in time with the rest of their group and play in the correct place in the piece.
* Play in time and with confidence; accurately playing their break.

**Adapting and transposing motifs*** Learn a new song, singing in time and in tune while following the lyrics.
* Identifying motifs aurally and play a repeated pattern on a tuned instrument
* Create and performing a motif, notating it with a reasonable accuracy.
* Transpose their motif, using sharp and flat notes where necessary and change the rhythm.
* Combine different versions of musical motif and perform as a group using musical notation.
 | **Spanish****Spanish Celebrations*** Identify the meaning of vocabulary related to important Spanish festivals.
* Use a bilingual dictionary to look up the meaning of new verbs.
* Apply new and familiar vocabulary to express what I like and dislike to do.
* Identify people’s likes and dislikes during a festival.
* Create phrases describing actions in detail.
* Describe likes and dislikes at specific celebrations.

**The Amazon Rainforest*** Identify and describe the geography of Peru.
* Use spelling patterns and rhythms to learn and perform rainforest animal names.
* Write descriptive sentences about rainforest animals.
* Describe the physical features of some rainforest animals using singular and plural nouns.
* Describe the features of rainforest creatures and their habitat.
* Present a podcast to introduce different Amazon animals.
 |
| **History****The Mayans:**· **the structure of Maya society**· **To know about Maya trade and diplomacy**· **understand Ancient Maya beliefs**· **learn about achievements of the Ancient Maya****understand how the Ancient Maya declined** |  ***Brackenwood Junior School***https://www.brackenwood-junior.wirral.sch.uk/core/passwords/read_logo/d9848eabf5b055850d2fde236a1e518c***Y4******Summer Overview*** | **PE****Badminton:*** Assume the ready position
* Rules associated with serving
* What is a rally
* How to move your opponent around the court

**OAA*** Working out the meaning of symbols
* communicating and problem solving as a group
* Compass points How to orientate a map and find clues

**Rounders*** Make decisions about when to run
* body stance when bowling and batting
* What is a no ball?
* Fielding techniques

**Tennis*** What does a ready position look like?
* Strike with the backhand with some consistency
* Adjust body positioning to select an appropriate shot
* Use tactics against an opponent
 |
| **Geography****Africa - Kenya*** To locate the continent Africa, its countries and surrounding oceans
* To identify time zones around Africa and why they exist.
* To identify the human and physical features of Kenya.
* To identify the climate zones of Africa and compare them to the UK.
* To understand who the Maasai Mara are.
* To explain the impact of tourism on the Maasai Mara.
* To summarise how Kenya compares to the UK.
 | **DT****Structures: Pavilions*** To create a range of different shaped frame structures.
* To design a structure.
* To build a frame structure.
* To add cladding to a frame structure.
 | **RE****Religion and the Environment – Making a difference for now and for the future.**● What is the impact of my actions on others and on the world?● How can we help the earth recover before it is too late?● Why do we all have a collective responsibility to protect the earth for now and for the future?● How can I address environmental issues?● How can I make a positive impact?● What does it mean to be a responsible citizen? |
| **Computing****Photo Editing*** I can explain why I might crop an image
* I can remove parts of an image using cloning
* I can experiment with tools to select and copy part of an image

**Repetition in games*** I can modify loops to produce a given outcome
* I can develop my design explaining what my project will do
* I can evaluate the effectiveness of the repeated sequences used in my program
 | **Art****Collage:*** Use collage to create a composition.
* Refine and alter ideas and explain choices using an art vocabulary.
* Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.

**PAINTING:*** Make colours using water colours with increasing accuracy
* Show increasing independence and creativity with the painting process.
 | **PSHE****Economic Well Being*** Identify and justify items they consider good value for money.
* Identify multiple factors that influence whether something is good value for money.
* Understand the importance of tracking spending.
* Identify different ways to keep money safe.
* Identify a range of influences on job choices.
* Suggest ways to respond to certain influences over career choices.
* Identify different reasons why people might change careers
* Suggest proactive steps that can be taken to challenge and overcome these stereotypes.

**Transition*** I can identify my achievement this year.
* I can set myself goals.
* I know who I can talk to if I am worried about anything.
 |