

CREATE TERM Year 4 2025

| Create | Inquiry Question | Maths | English | Art | Music | Science | PSHE/ Values / No Outsiders | Computing | R.E. | P.E. |
|--|---------------------|------------|---|---|--|--|---|---|---|--|
| Wk 1 – starts on Tuesday wc 22/04/2025 | | Fractions | Narrative - Gorilla by Anthony Browne Narrative | Drawing S1 - What is a still life? S2 - How do artists develop their ideas? | Body and tuned percussion L1 - To identify structure and texture in music. L2 - To use body percussion. | Electricity & Circuits Lesson 1: Using electricity To recognise how electrical appliances are powered. (K) To record and classify qualitative data. (WS) | No Outsiders - Am I an island? (Step 5) | Photo Editing Lesson 1 Changing digital images To explain that the composition of digital images can be changed | Christianity Why do Christians believe they are people on a mission? ENGAGE with the idea of being 'on a mission' | Swimming (Ian) Tennis (Matt) Tennis To develop racket and ball control. |
| Wk 2 wc 28.04.2025 | | Decimals A | Narrative - Gorilla by Anthony Browne Narrative | S3 - Can you draw 3D? S4 - Is this the same size? | L3 - To create musical rhythms using body percussion. L4 - To create simple tunes. | Lesson 2: Building circuits To construct an electrical circuit. (K) To draw a scientific diagram. (WS) | Citizenship Lesson 1: What are human rights? To begin to understand the Human Rights convention | Lesson 2 Recolouring To explain that colours can be changed in digital images | ENQUIRE into what a Christian means by 'Mission' | Tennis To develop returning the ball using a forehand and understand when to use it. |
| Wk 3 – starts on a Tuesday due to May Bank holiday wc 05/05/2025 | | Decimals A | Narrative - Gorilla by Anthony Browne Narrative | S5 - What is composition? S6 - What will be still life look like? | L5 - To build and improve a composition. Changes in pitch, tempo & dynamics L1 - To sing in two parts using expression and dynamics. | Lesson 3: Switching on and off To explain the use of switches in a circuit. (K) | Lesson 2: Caring for the environment To understand how reusing items benefits the environment | Lesson 3 Cloning To explain how cloning can be used in photo editing | EXPLORE Christian understanding of 'mission' through (i) Biblical narrative | Tennis To develop the backhand and understand when to use it. |
| Wk 4 wc 12/05/2025 | | Decimals B | | Painting S1 - S2 - | L2 – To recognise key elements of music. L3 - To perform a vocal ostinato. | Lesson 4: Investigating electrical conductors and insulators To explain the use of materials as electrical conductors or insulators. To write a method. (WS) | Lesson 3: Community To understand the role of groups in the wider community | Lesson 4 Combining To explain that images can be combined | EXPLORE Christian understanding of 'mission' through (ii) Church Practice | Tennis To keep a continuous rally going showing increased technique. |
| Wk 5 wc 19/02/2025 INSET day on Friday | | Decimals B | | S3 – S4 - | L4 – To create and perform an ostinato. L5 - To improve and perform a piece of music based around ostinatos. | Lesson 5: Investigating bulb brightness To investigate what affects bulb brightness. To pose questions and plan ways to test them. (WS) | Lesson 4: Contributing To understand the contribution groups make to a community | Lesson 5 Creating To combine images for a purpose Lesson 6 Evaluating To evaluate how changes can improve an image | EXPLORE Christian understanding of 'mission' through (iii) Christian living EVALUATE our RE learning in this unit | Tennis To use and apply rules and simple tactics. To use and apply rules and simple tactics. |
| Half Term – 26.05.2025 – 30.05.2025 | | | | | | | | | | |

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| Wk 1 wc 02.06.2025 Wk 2 wc 09/06/2025 | | Money | Non-fiction - Diary Non-fiction - Diary | Art of Location Painting S5 - S6 - Sculpture & 3D S1 - S2 - | Samba and carnival sounds and instruments L1 — To recognise and identify the main features of samba music. L2 - To understand and play syncopated rhythms. L3 — To play syncopated rhythms as part of a group. L4 - To compose a basic rhythmic break. | Lesson 6: Electrical safety To explain how to be safe around electricity. Science in action (K) To explore how scientific advances inform safety advice. (Science in Action) Making connections: How does the flow of liquids compare? Lesson 1: Investigating liquids – Planning | No Outsiders - What do you want to be?? (Step 6) Economic Wellbeing Lesson 1: What is value for money? To recognise factors | Repetition in Games Lesson 1 Using loops to create shapes To develop the use of count-controlled loops in a different programming environment Lesson 2 Different loops To explain that in programming there are infinite loops and count controlled loops | Sikhism How do Sikhs put their beliefs about equality into practice? ENGAGE with ideas which underpin the concept of equality ENQUIRE into the importance of EQUALITY to the Sikh community | Swimming (Ian) Hockey (Matt) Hockey To develop sending and receiving the ball with accuracy and control. Hockey To develop the attacking skill of dribbling. |
| Wk 3 | | Time | Non Fiction – | S3 – | L5 - To perform | To revise the units States of matter and Classification and changing habitats. (K) To plan a comparative test. (WS) Lesson 2: Investigating | influencing value for money Lesson 2: Why keep | Lesson 3 Animate your | EXPLORE (1) beliefs in | Hockey |
| wc 16/06/2025 | | | Explanation - Varmints | S4 - | rhythmic breaks within a samba piece. Adapting and transposing motifs L1 - To sing in tune and in time. | Iiquids – Gathering data To revise the unit Electricity and circuits. (K) | track of money? To understand the importance of monitoring money. | name To develop a design that includes two or more loops which run at the same time | equality in Sikh Story or Religious Text | To develop dribbling to beat a defender. |
| Wk 4 wc 23/06/2025 | | Shape | Non Fiction — Explanation - Varmints | S5 – S6 - | L2 – To understand what a musical motif is. L3 - To compose and notate a motif. | Lesson 3: Investigating liquids – Analysing, concluding and evaluating To revise the units States of matter and Sound and vibrations. (K) To conclude and evaluate the investigation. (WS) | Lesson 3: What ways are there to look after money? To describe different ways of keeping money safe. | Lesson 4 Modifying a game To modify an infinite loop in a given program | EXPLORE (2) the ways in which equality is practised in the Sikh community | Hockey To use defending skills to delay an opponent and gain possession. |
| Wk 5 wc 30/06/2025 | | Shape | Non Fiction – Explanation - Varmints | Craft & Design S1- S2 - | L4 – To develop and transpose a musical motif. L5 - To combine and perform different versions of a musical motif. | Lesson 4: Investigating liquids – Extending To revise the unit Digestion and food. (K) To observe carefully and apply these observations to problem solve. (WS) | Lesson 4: What influences career choices? To understand how different factors can influence career choices. | Lesson 5 Designing a game To design a project that includes repetition | EXPLORE (3) how Sikhs experience a sense of equality in their personal lives | Hockey To apply attacking skills to move towards goal and find space. |
| Wk 6 | | Statistics | | S3 – | | Lesson 5: Investigating | Lesson 5: Why make a | Lesson 6 Creating our | EVALUATE what pupils | Hockey |

| wc | | | liquids – Presenting | career change? | games | have learnt about how | |
|------------|------------------------|------|---------------------------|------------------------|--------------------------|---------------------------|----------------------|
| 07/07/2025 | | S4 - | | | | Sikhs put their belief in | To apply skills and |
| | | | To revise the unit States | To explain why people | To create a project that | equality into practice | knowledge to compete |
| | | | of matter. (K) | can have more than one | includes repetition | | in a tournament. |
| | | | | career in their life. | | | |
| | | | To report on my | | | | |
| | | | findings. (WS) | | | | |
| Wk 7 | Position and Direction | S5 – | | Lesson 6: How can | | | |
| wc | | | | workplace stereotypes | | | |
| 14/07/2024 | | S6 - | | be challenged? | | | |
| | | | | | | | |
| | | | | To identify and | | | |
| | | | | challenge stereotyping | | | |
| | | | | in the workplace | | | |