

### MFL/ R.E.

**French- See scheme of work  
RE objectives will be covered in an enrichment day.**

### PSHE- Drug alcohol and tobacco education- Making choices

- Pupils learn that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them
- Pupils learn about the effects and risks of drinking alcohol
- Pupils learn about different patterns of behaviour that are related to drug use

### History

- I can place some historical periods in a chronological framework. (Chronological understanding)
- I can use historic terms related to the period of study. (Chronological understanding)
- I can use sources of information in ways that go beyond simple observations to answer questions about the past. (Historical enquiry)
- I can use a variety of resources to find out about aspects of life in the past (historical enquiry). (Historical enquiry)

### Music- Singing

- I can copy increasingly challenging rhythms using body percussion and untuned instruments. (Music)
- I can sing as part of an ensemble with confidence and precision. (Music)

### YEAR 4 MTP Spring 1 (Excl: Science & RE) Cycle 1

**Theme: Vile Victorians**  
**History: Victorians (linked to local history)**

Cycle 2  
**Theme: The Road to Rome**  
**History: Romans**  
**Enriching Experience: ?**

### Computing- Information Technology The children prepare a short story using search engines.

I can use more complicated input devices.  
I can use different types of software programs and different types of hardware.

#### Online safety

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

### DT- To make a roman catapult / Toys

- I can use my knowledge of existing products to design a functional and appealing product for a particular purpose and audience. (Processes)
- I can create designs using exploded diagrams. (Processes)
- I can use techniques which require more accuracy to cut, shape, join and finish my work e.g. Cutting internal shapes, slots. (Processes)
- I can use my knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them. (Processes)
- I can consider how existing products and my own finished products might be improved and how well they meet the needs of the intended user. (Processes)
- I can apply techniques I have learnt to strengthen structures and explore my own ideas. (Processes)

### PE Rugby- outdoor Gymnastics – indoor

- I can perform a chest pass accurately to a partner. (Acquiring and developing skills)
- I can improve my performance by considering how others have performed. (Evaluating and improving performance)
- I can do a forward roll in a straight line and end up on my feet. (Acquiring and developing skills)
- I can skip forwards in a rhythmical movement swinging my arms in the opposite direction to my legs. (Acquiring and developing skills)