


<p><b>RE</b></p> <p>To know and understand the views taken by different religions about the environment.</p> <p>To understand the impact of buying fair trade food in order to help the environment by encouraging sustainable development</p>	<p><b>Art</b></p> <p>I know about the effects I can create using different media</p> <p>I know that I must add different amounts of water to create tints</p> <p>I can develop water colour paintings using layering techniques</p> <p>I can choose appropriate brushes and brush techniques</p>	<p><b>Geography</b></p> <p>I know the location and flow of rivers in various regions (UK and the Middle East (Link to Summer 2 topic – Exploration of Bagdad)</p> <p>I can locate Bagdad in an atlas</p> <p>I can explain the formation of rivers and explain the terms – meander, river beach, oxbow lake, mouth, floodplain, estuary, erosion and deposition</p> <p>I can use 4 figure grid references and the 8 points of a compass</p>	<p><b>Computing</b></p> <p>I know how to select, use and combine a variety of software on a range of digital devices to design and create a range of content that accomplish given goals, including collecting, evaluating and presenting data information</p> <p>I can use text formatting to make a piece of writing fit for its audience and purpose</p>
<p>What do religions say about the environment</p>	<p>Water-coloured painting</p>	<p>Rivers – Physical processes &amp; Case studies – Tigris / Tees</p>	<p>Writing for different audiences – newspaper / environmental campaign</p>
<p><b>Music</b></p> <p>I can perform as an ensemble with instructions from the leader / conductor</p> <p>I can describe a piece of music using a wide range of musical vocabulary</p> <p>I can describe a piece of music using appropriate and increasingly complex adjectives</p> <p>I can suggest improvements to my own and others work</p> <p>I can read simple musical notation (crotchets, paired quavers, rest)</p> <p>I can play notes on tuned and un-tuned instruments with increasing clarity and accuracy</p>	<p><b>Science</b></p> <p>I can compare and group materials together, according to whether they are solids, liquids or gases</p> <p>I can observe and measure or research the temperature at which some materials melt or freeze in degrees Celsius (°C)</p> <p>I can identify the part played by evaporation and condensation in the water cycle</p> <p>I know that some materials change state when they are heated or cooled</p>	<p><b>PSHE</b></p> <p>I can recognise situations which can cause jealousy in relationships</p> <p>I can identify someone I love and express why they are special to me</p> <p>I can tell you about someone I know that I no longer see</p> <p>I can recognise how friendships change</p> <p>I understand what having a boyfriend / girlfriend might mean and that is a special relationship for when I am older</p> <p>I know how to show love and appreciation to the people and animals who are special to me</p>	
<p>TVMS – Ukulele Starting 26<sup>th</sup> April (Tuesdays 13:00)</p>	<p>Materials / changing state: The Water Cycle and environmental change:</p>	<p>Jigsaw - Relationships</p>	
<p><b>Physical Education</b></p> <p>I can identify parts of mine and others performance that need improvement and suggest ways to do this</p> <p>I can work collaboratively in pairs, group activities and small sided games</p> <p>I can direct the ball well towards a target area</p> <p>I can use rules effectively and fairly</p>	<div style="text-align: center;">  <p><b>TOPIC WEB</b></p> <p><b>YEAR</b></p> <p><b>4</b></p> <p><b>RIVERS</b></p> </div>	<p><b>Resource implications</b></p> <p>Sand Tray Sand Hose pipe</p>	
<p>Striking and fielding – GOLF</p>		<p><b>Trips/experiences</b></p> <p>River Tees Trip – Tees Barrage</p>	