



# Dovecote Primary and Nursery School – YEAR 4 - Long-Term Overview 2023/2024

Substantive Knowledge, Procedural Knowledge, Key Vocabulary.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>History</b></p> <p><b>Substantive knowledge</b></p> <p><b>Procedural Knowledge</b></p> <p><b>Vocabulary</b></p>			<p><b>To know how the Space Race began and who the main participants were. To know the timeline of the Space Race.</b></p> <p><b>To know the lives of those who shaped the space race</b></p> <p><b>To know how space exploration has expanded our knowledge of the universe. To know the impact of Katherine Johnson and Dorothy Vaughan in the development on NASA.</b></p> <p>I can plot recent history on a timeline (Link to Vikings, Gunpowder plot and WW1)</p> <p>I can use my mathematical skills to round up time differences into centuries and decades</p> <p>I can give examples of how events from the past has helped shape our lives</p> <p>I can research two versions of an event and say how they differ (Space race)</p> <p>I can research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings (During the 50s)</p> <p><b>Key vocab:</b> Astronaut, cosmonaut, Space Race, post-war, telescope, rocket, missile, orbit, trajectory, Satellite</p>	<p><b>Ancient Greece</b></p> <p><b>To know how we learn about the past.</b></p> <p><b>To know how modern events were shaped by history.</b></p> <p><b>To know how to discuss and compare modern and ancient diets.</b></p> <p>I can give examples of how events from the past has helped shape our lives</p> <p>I can appreciate that wars have happened from a very long time ago and they are often associated with invasion, conquering or religious differences</p> <p>I can understand that people who lived in the past cooked and travelled differently and used different weapons from ours</p> <p>I can recognise that the lives of wealthy people were very different from those of poor people</p> <p>I can appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past</p> <p>I can give more than one reason to support a historical argument (through class debate on lifestyles of Ancient Greeks)</p> <p>I can offer points of view based upon what I have found out</p> <p><b>Key vocab:</b> Ancient, Gods, Pantheon, Olympian, hero, villain, monster, Greek, myth, legend, theatre, Olympics, diet</p>		



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<b>Science</b>  <b>Substantive knowledge</b>  <b>Procedural Knowledge</b>  <b>Vocabulary</b>	<p>- Electricity – uses &amp; simple circuits - Conductors &amp; Insulators</p> <p><b>To know a variety of common appliances that run on electricity.</b> <b>To know how to construct a simple series electrical circuit, identifying and naming its basic parts</b> <b>To know that a circuit must make a complete loop in order for components to work. And that a switch can open or close a loop.</b> <b>To know how to work safely with electricity.</b></p> <p>I can identify common appliances that run on electricity. I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. I can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit I can recognise some common conductors and insulators, and associate metals with being good conductors</p> <p><u>Vocab</u> Circuit, buzzers, conductor Battery, cells. Switch, socket Appliance, series circuit, insulator</p>	<p>- Environment change &amp; associated potential threat to living things</p> <p><b>To know that environments can change and that this can sometimes pose dangers to living things</b> I can explore examples of human impact (both positive and negative) on Environments. <u>Vocab</u> Habitat, environment, fish, amphibians, reptiles, birds, mammals, invertebrates, flowering plants, non-flowering plants, ecology, deforestation, classification</p>	<p>- The solar system – shape &amp; movements of planets, day &amp; night</p> <p><b>To know that the rotation of the earth creates day and night</b> <b>To know how the position of the moon affects how much light is reflected</b> <b>To know that the Sun is a star at the centre of our solar system and that it has eight planets</b> <b>To know that we are part of a solar system that orbits the sun</b> <b>To know that a moon is a celestial body that orbits a planet</b> I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system. I can describe the movement of the Moon relative to the Earth. I can describe the Sun, Earth and Moon as approximately spherical bodies I can use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky</p> <p><u>Vocab</u> Orbit, solar system, planet Astronomical, rotation Spherical, crescent moon gibbous moon, eclipse, lunar</p>	<p>- Sounds as vibrations inc. pitch &amp; volume</p> <p><b>To know how sound is made through vibration in a range of different musical instruments (from around the world).</b> <b>To know how the pitch and volume of sounds can be changed in a variety of ways.</b> <b>To know that there are patterns between the pitch of a sound and features of the object that produced it.</b> <b>To know that there are patterns between the volume of a sound and the strength of the vibrations that produced it.</b> <b>To know which material provides the best insulation against sound.</b></p> <p>I can identify how sounds are made, associating some of them with something vibrating I can recognise that vibrations from sounds travel through a medium to the ear I can find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it I can recognise that sounds get fainter as the distance from the sound source increases</p> <p><u>Vocab</u> Vibrating, pitch, volume Insulation, auditory outer, middle and inner ear cochlea, frequency, hammer</p>		<p>- Construct &amp; interpret food chains - Classification of living things</p> <p><b>To know how to interpret a variety of food chains, identifying producers, predators and prey</b> <b>To know the difference between invertebrates and invertebrates</b> <b>To know how to construct and interpret a food chain</b> <b>To know the difference between flowering and non-flowering plants</b></p> <p>I can construct and interpret a variety of food chains, identifying producers, predators and prey I can recognise that living things can be grouped in a variety of ways I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment I can explore ways of grouping a selection of flowering and non-flowering plants</p> <p><u>Vocab</u> , food chain, predators, prey, producer, carnivore, herbivore, salivary gland Habitat, environment, fish, amphibians, reptiles, birds, mammals, invertebrates, flowering plants, non-flowering plants, ecology,</p>



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<p><b>Geography</b></p> <p><b>Substantive knowledge</b></p> <p><b>Procedural Knowledge</b></p> <p><b>Vocabulary</b></p>	<p>Geographical similarities and differences with UK and European regions. Understanding their place in the world.</p> <p><b>Substantive knowledge</b> To know about the locale of the area the children live in.</p> <p><b>To know Nottingham’s position in England/UK.</b></p> <p><b>To know the different countries that make the UK.</b></p> <p><b>To know where the UK is in comparison to Europe.</b></p> <p><b>To know the seven continents of Earth.</b></p> <p>Procedural knowledge: I can locate the local area on a map. I can navigate my locale.</p> <p>I can identify similarities and differences between the countries of the UK.</p> <p>I can identify which continent a country is in using an atlas.</p> <p><b>Vocab</b> Nottingham, United Kingdom, England, Scotland, Wales, Northern Ireland, British Isles, Britain, Europe, Asia, North &amp; South America, Africa, Antarctica, Oceania/Australasia, country, continent</p>	<p>Overlaps with science: Global warming. What is climate change and climate zones?</p> <p>Water cycle</p> <p><b>Substantive knowledge:</b> <b>To know the process of the ‘water cycle’.</b></p> <p><b>To know how humans are effecting climate change.</b></p> <p><b>To know examples of significant climate change around the world</b></p> <p><b>To know how the physical environment has influenced the human and physical features in different parts of the world. (UK- year 1 and 2, Arctic- year 3)</b></p> <p>Procedural knowledge: I can demonstrate the water cycle using models and equipment</p> <p>I can predict what effect it would have if the water cycle was disrupted</p> <p>I can suggest actions that we could do to solve problems relating to climate change</p> <p>I can problem solve to improve an effect relevant to our lives</p> <p><b>Vocab:</b> <b>Water cycle, Evaporation</b> <b>Transpiration</b> <b>Condensation</b> <b>Solid, Liquid, gas, climate change</b></p>				<p>Locate Asia and its countries referring to key physical and human features. Link to book. Use maps atlases etc..</p> <p><b>Substantive knowledge:</b> <b>To know a range of countries within the continent of Asia (Link to year 2 continents)</b></p> <p><b>To know how a four figure grid reference works differently to compass points. (link to year 3 compass points).</b></p> <p><b>To know the 8 points on a compass and understand how to use both compasses and grid references to locate different areas of the UK or another part of the world.</b></p> <p>Procedural knowledge: I can locate other parts of the world such as Asia and its countries using maps and globes.</p> <p>I can use the four figure grid references, symbols and keys to build my knowledge of the United Kingdom and the wider world</p> <p>I can use maps, symbols and keys to build my knowledge of the United Kingdom and the wider world</p> <p>I can use an 8 point compass to navigate</p> <p>I can problem solve and create journeys using 8 point compass directions</p> <p><b>Vocab</b> <b>Four figure rid reference,</b> <b>coordinate, navigate, compass points (all 8 points of a compass)</b> <b>locate</b> <b>Asia (range of countries within Asia)</b> <b>volcano (range of chosen volcanic islands), hemisphere, equator</b></p>



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<b>Art &amp; Design</b>  <b>Substantive knowledge</b>  <b>Procedural Knowledge</b>  <b>Vocabulary</b>	Mark making  To know how to create marks with different materials.  To understand the importance of observation, resilience and abstract thinking in art making.  To use abstract marks to create imagery.  I can be resilient when creating marks, especially with materials I am unfamiliar with.  I can create an abstract image that expresses my thoughts.  Observation, mark making, tools, abstract, imagery	review and revisit ideas (DT link)  To know who Pablo Picasso and Frida Kahlo are and the style of their work. To know how to collage using a variety of techniques such as overlapping. To know the name of a range of printing tools and materials. To know a range of resist printing techniques such as marbling, silkscreen and cold water paste.  I can design a collage using the influence of famous artists. I can match the tool to the material. I can choose collage or textiles as a means of extending work already achieved. I can research, create and refine print using a variety of techniques. I can use different shapes, colours and positioning to achieve a desired effect. I can create by resist printing including marbling, silkscreen and cold-water paste.  Silkscreen, marbling, overlapping, merge, material		- learn about great artists, architects and designers in history. Ancient Greek architecture – Callicrates, Ictinus  To know that a range of different materials can be used to create a structure. To know what shape, space and form means. To know how to identify what can be improved.  I can make informed choices about the 3D techniques I choose to use. I can explain why I have chosen a particular technique. I can plan, design and adapt my model.  Carving, surface, tactile.  Create wire sculptures → cover in clay to form statues.		



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<p><b>Computing</b></p> <p><b>Substantive knowledge</b></p> <p><b>Procedural Knowledge</b></p> <p><b>Vocabulary</b></p>	<p><b>To know that networks physically connect to other networks</b></p> <p><b>To know that the internet is made up of networked devices</b></p> <p><b>To know that information is shared on websites in the World Wide Web (WWW)</b></p> <p><b>To know that the content of the WWW is created by people</b></p> <p><b>To know the consequences of unreliable content</b></p> <p>I can demonstrate how information is shared across a network of networks</p> <p>I can discuss why a network needs protecting</p> <p>I can describe networked devices and how they connect</p> <p>I can explain that the World Wide Web contains websites and web pages</p> <p>I can access websites</p> <p>I can explain what media can be found on websites</p> <p>I can explain that there are rules to protect content</p> <p>I can explain that website and their content are created by people</p> <p>I can explain that not everything on the WWW is true or legal</p> <p>I can explain why I need to think carefully before I share or reshare content</p> <p><b>Network, device, connect, router, content, information, website, web page, ownership, sharing, unreliable, ambiguous</b></p>	<p><b>To know that sound can be recorded</b></p> <p><b>To know that sound recordings can be edited</b></p> <p><b>To know the phases of a podcast project</b></p> <p><b>To know that multiple audio samples can be combined</b></p> <p>I can identify the input and output devices used to record and play sound</p> <p>I can use a computer to record audio</p> <p>I can discuss what sounds can be added to a podcast</p> <p>I can inspect the soundwave view to know where to trim my recording</p> <p>I can plan appropriate content for a podcast</p> <p>I can record and save content</p> <p>I can improve my voice recordings</p> <p>I can arrange multiple sounds to create the effect I want</p> <p>I can explain the difference between saving a project and exporting an audio file</p> <p>I can choose appropriate edits to improve my podcast</p> <p><b>Input, output, audio, recording, microphone, podcast, voice track, edit, trim, align, sound effects, background music, layering, export</b></p>	<p><b>To know that accuracy in programming is important</b></p> <p><b>To know that programs are created with a text-based language</b></p> <p><b>To know what ‘repeat’ means</b></p> <p><b>To know what a count-controlled loop is</b></p> <p><b>To know that a programming task needs to be decomposed into small steps</b></p> <p>I can create a code snippet for a given purpose</p> <p>I can explain the effect of changing the value of a command</p> <p>I can write and test an algorithm to produce a given outcome</p> <p>I can identify patterns in a sequence</p> <p>I can choose which values to change in a loop</p> <p>I can identify the effect of changing the number of times a task is repeated</p> <p>I can use a procedure in a program</p> <p>I can design a program that includes count-controlled loops</p> <p>I can develop my program by debugging it</p> <p><b>Command, code, algorithm, debug, patterns, repetition, count-controlled loop, decomposition, snippets</b></p>	<p><b>To know that data gathered over time can be used to answer questions</b></p> <p><b>To know that digital devices can be used to collect data automatically</b></p> <p><b>To know that a data logger collects data points from sensors over time</b></p> <p><b>To know that a computer can be used to help analyse data</b></p> <p>I can choose a data set to answer a given question</p> <p>I can suggest questions that can be answered using a given data set</p> <p>I can explain what data can be collected and recorded using sensors</p> <p>I can identify the intervals used to collect data</p> <p>I can sort data to find information</p> <p>I can plan how to collect data using a data logger</p> <p>I can draw conclusions from the data I have collected</p> <p><b>Input, sensor, monitor, environment, data points, data set, logging points, review, analyse</b></p>	<p><b>To know that the composition of digital photos can be changed</b></p> <p><b>To know that colours can be changed in digital images</b></p> <p><b>To know that cloning can be used to add to and remove parts of an image</b></p> <p><b>To know that images can be combined</b></p> <p><b>To know the difference between real and made up images</b></p> <p>I can rotate an image</p> <p>I can use editing software to crop an image</p> <p>I can experiment with different colour effects</p> <p>I can add to the composition of an image by cloning</p> <p>I can remove parts of an image by using cloning</p> <p>I can experiment with tools to select and copy part of an image</p> <p>I can explain why images might be edited</p> <p>I can create a project that is a combination of other images</p> <p><b>Digital image, edited, rotate, crop, filters, clone, duplicate, retouching, composition, combined</b></p>	<p><b>To know that count-controlled loops are used for repetition in programming</b></p> <p><b>To know the difference between count controlled and infinite loops</b></p> <p><b>To know that repetition can be used to change the appearance of a sprite</b></p> <p><b>To know that an infinite loop can be modified by modifying the code blocks</b></p> <p><b>To know that computer games are made by producing designs and creating algorithms</b></p> <p>I can predict the outcome of a snippet of code</p> <p>I can modify a snippet of code to create a given outcome</p> <p>I can choose when to use a count-controlled and an infinite loop</p> <p>I can recognise that some programming languages enable more than one process to be run at once</p> <p>I can explain what the outcome of a repeated action should be</p> <p>I can identify which parts of a loop can be changed</p> <p>I can explain the effect of my changes</p> <p>I can select key parts of a given project to use in my own design</p> <p>I can develop my own design explaining what my project will do</p> <p>I can refine the algorithm in my design</p> <p><b>Repetition, environment, loop, count-controlled loop, infinite loop, appearance, block, implement, modify, select, refine, evaluate.</b></p>





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<p><b>Design &amp; Technology</b></p> <p><b>Substantive knowledge</b></p> <p><b>Procedural Knowledge</b></p> <p><b>Vocabulary</b></p>			<p><b>To know that animals are reared and caught for food.</b></p> <p><b>To know safe practices in the kitchen and can identify hazards (e.g. hazards when using an oven).</b></p> <p>I can weigh and measure accurately (timings, dry ingredients and liquids) to create a dish.</p> <p>name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied</p>	<p><b>To know how to use ideas from other people when designing (e.g. creating a mood board of existing products)</b></p> <p><b>To know how to produce a design criteria to inform the designing and making process.</b></p> <p><b>To know which tools to use for a particular task and show knowledge of handling the tool</b></p> <p><b>To know which material and/or component is likely to give the best outcome based on its properties.</b></p> <p><b>To know how to evaluate existing products for both their purpose and appearance.</b></p> <p><b>To know how to evaluate their own and others final product against the design criteria.</b></p> <p><b>To know how to apply scientific knowledge of electrical systems to their structural or mechanical product (e.g. series circuits incorporating switches, bulbs, buzzers and motors).</b></p> <p>I can use IT where appropriate to add to the quality of the product (program, monitor and control).</p> <p>I can communicate ideas through annotated sketches that show different viewpoints of the product.</p> <p>can mark, measure, cut and join accurately.</p> <p>I can sew, weave or knit using a range of stitches.</p> <p>I can evaluate and suggest improvements for their own designs.</p> <p>Evaluating, design brief design criteria, innovative, prototype, user, purpose, function, prototype, design criteria, innovative, appealing, design brief, planning, annotated sketch, sensory evaluation, series circuit, fault, connection, toggle switch, push-to-make switch, push-to-break switch, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip, control, program, system, input device, output device, fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch,</p>		



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				<p>seam, seam allowance, mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output linear, rotary, oscillating, reciprocating</p> <p>Evaluating, design brief design criteria, innovative, prototype, user, purpose, function, prototype, design criteria, innovative, appealing, design brief, planning, annotated sketch, sensory evaluations</p> <p>series circuit, fault, connection, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance, mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output linear, rotary, oscillating, reciprocating</p>		



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<p><b>Languages</b></p> <p><b>Substantive knowledge</b></p> <p><b>Procedural Knowledge</b></p> <p><b>Vocabulary</b></p>	<p><b>Phonetics/Grammar 2C &amp; Presenting Myself (I - Intermediate Unit)</b></p> <p><b>Phonetics/Grammar – Recap Y3 (A – UN, An UNA) &amp; Plural Indefinite ‘SOME.’</b></p> <p>The letter sounds (phonics and phonemes) from phonics and pronunciations lessons 1 &amp; 2 and vocabulary from the Early Learning units (in particular numbers 1-10 and feelings).</p> <p>☑ What a verb is in English and some knowledge of high frequency first person verbs such as soy (I am) and tengo (I have).</p> <p><b>Aim of Unit: In this unit the children will learn how to:</b></p> <ul style="list-style-type: none"> <li>• Count to 20.</li> <li>• Say their name and age.</li> <li>• Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling.</li> <li>• Tell you where they live.</li> <li>• Tell you their nationality and understand basic gender agreement rules.</li> </ul> <p><b>To know numbers to 20.</b></p> <p><b>To know my name and age.</b></p> <p><b>To know a range of feelings.</b></p> <p><b>To know the names of places that people live.</b></p> <p><b>To know what nationality I am.</b></p> <p>I can count to 20.</p> <p>I can say my/someone’s name and age.</p> <p>I can say hello and goodbye and then ask how somebody is feeling and answer how they are feeling.</p> <p>I can tell you where they live.</p> <p>I can tell you their nationality and understand basic gender agreement rules.</p> <p><b>See full vocabulary list for this unit on Language Angels</b></p> <p>Hola Hello (informal) español/española Spanish Diez Ten</p> <p>¿Cómo estás? How are you? inglés/inglesa English Once Eleven</p> <p>Estoy bien I am good galés/galesa Welsh Doce Twelve</p> <p>Estoy mal I am bad irlandés/irlandesa Irish Trece Thirteen</p> <p>Más o menos So, so escocés/escocesa Scottish Catorce Fourteen</p> <p>Estoy muy bien I am very good Soy de... I am from... Quince Fifteen</p> <p>Estoy muy mal I am really bad Soy de Inglaterra I am from England Dieciséis Sixteen</p> <p>Adiós Goodbye Uno One Diecisiete Seventeen</p> <p>Hasta luego See you later Dos Two Dieciocho Eighteen</p> <p>¿Cómo te llamas? What is your name? Tres Three Diecinueve Nineteen</p> <p>Me llamo... My name is ... Cuatro Four Veinte Twenty</p> <p>¿Cuántos años tienes? How old are you? Cinco Five</p> <p>Tengo...años I am ... years old Seis Six</p> <p>¿Dónde vives? Where do you live? Siete Seven</p> <p>Vivo en...</p>	<p><b>Revise Phonetics 2C &amp; Family (I – Intermediate Unit)</b></p> <p><b>Revise Numbers 1-20 and basic personal details from the ‘Presenting Myself’ unit.</b></p> <p><b>To know how to count confidently to 20.</b></p> <p><b>To know numbers to 100.</b></p> <p><b>To know how to use ‘mi’ and ‘mis’ in a sentence.</b></p> <p><b>To know how to say a variety of sentences in the 1<sup>st</sup> and 3<sup>rd</sup> person.</b></p> <p>I can tell somebody the members, names and various ages of either my own or a fictional family in Spanish</p> <p>I can confidently count to 20 in Spanish and with support to 100.</p> <p>I can say the age of various family members.</p> <p>I can use the possessive adjectives ‘mi’ and ‘mis’ in Spanish.</p> <p>I can move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit:</p> <p>llamarse (to be called)</p> <p>and tener (to have).</p> <p><b>See full vocabulary list for this unit on Language Angels</b></p> <p>La familia The family Los abuelos The grandparents</p> <p>El padre / El papá The father / The dad Los hermanos The siblings/ brothers and sisters</p> <p>La madre / la mamá The mother / The mum Mi, Mis My</p> <p>El hermano The brother ¿Tienes hermanos? Do you have any brothers or sisters?</p> <p>La hermana The sister Sí, tengo un hermano Yes, I have a brother</p> <p>El abuelo The grandfather Sí, tengo una hermana Yes, I have a sister</p> <p>La abuela The grandmother Sí, tengo dos hermanos Yes, I have two brothers</p> <p>El tío The uncle Sí, tengo dos hermanas Yes, I have two sisters</p> <p>La tía The aunt No, soy hijo único No, I am an only child (boy)</p> <p>El padrastro The stepfather No, soy hija única No, I am an only child (girl)</p> <p>La madrastra The stepmother ¿Cómo te llamas? What is your name?</p> <p>El hermanastro The stepbrother/halfbrother ¿Cómo se llama tu [family member] ? What is your [family member] 's name?</p> <p>La hermanastra The stepsister/halfsister Me llamo... My name is...</p> <p>El hijo The son Se llama... His/her name is...</p> <p>La hija The daughter ¿Cuántos años tienes? How old are you?</p> <p>El primo The cousin (male) ¿Cuántos años tiene___? How old is ___?</p> <p>La prima The cousin (female) Tengo ___ años I am ___ years old</p> <p>Los padres The parents Tiene ___ años He/she is ___ years old</p> <ul style="list-style-type: none"> <li>•</li> </ul>			
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## Substantive Knowledge, Procedural Knowledge, Key Vocabulary.

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<b>Music</b>  <b>Substantive knowledge</b>  <b>Procedural Knowledge</b>  <b>Vocabulary</b>	<p>In Harmony appreciate a wide range of music from different traditions, composers and musicians / develop an understanding of the history of music</p> <p><b>To know what is meant by the terms melody and tone.</b></p> <p><b>To know the time place and cultural tradition a piece of music comes from.</b></p> <p><b>To know some key musical features of that time period or tradition</b></p> <p>I can sing with awareness of breathing in order to support the voice in longer phrases.</p> <p>I can sing with an increasing awareness of tone of voice and the shape of melody.</p> <p>I can sing Two-/three-part rounds with confidence and increasing pitch accuracy.</p> <p>I can sing confidently as part of a small group or solo being aware of posture and good diction.</p> <p>I can identify visually and aurally the instruments in an orchestra and those played by children in schools</p> <p>I can understand the role of a conductor and be able to conduct in time with the beat using a conducting pattern</p> <p>I can listen attentively to live or recorded music using aural memory to identify details. E.g when a note is memorised, when a musical idea comes back, how often a notated rhythm pattern appears, which</p>	<p>In Harmony appreciate a wide range of music from different traditions, composers and musicians / develop an understanding of the history of music</p> <p><b>To know the role and purpose of a conductor and how they can influence the playing of a piece of music.</b></p> <p><b>To know an increasing range of musical notation and symbols.</b></p> <p>I can play an orchestral/band instrument as part of the class.</p> <p>I can control basic instrumental technique.</p> <p>I can pitch a range of notes accurately.</p> <p>I can develop the skills to play in time with a backing created through music ICT.</p> <p>I can perform with confidence to an audience.</p> <p>I can follow a conductor to understand the structure of a piece and make accurate entries and endings.</p> <p>I can play music in a range of styles, from different cultures, countries and times.</p> <p>I can play with expression at a simple level – e.g. by playing with appropriate choice of dynamics.</p> <p><b>Rhythm, Pitch, Conductor, Staccato</b></p>	<p>In Harmony appreciate a wide range of music from different traditions, composers and musicians / develop an understanding of the history of music</p> <p><b>To know how to make sounds of a different pitch on a tuned instrument or ICT music-based programme,</b></p> <p>I can perform in an extended (e.g. 3-5 minute) piece from memory, playing musical ideas at the correct time in the structure of the piece</p> <p>I can compose, rehearse and record a group piece that: • is for a particular purpose.</p> <p>I can use a composing technique identified from an existing piece by a great composer or musician.</p> <p>I can create melodic or other ideas played on orchestral/band instruments or music ICT and makes effective use of the musical resources/skills of the class.</p> <p>I can use different sections within a planned musical structure.</p> <p>I can improvise solo simple rhythmic or melodic ideas, using an orchestral/band instrument in a 1 or 2 bar gap that fit with the style of a groove, beat or backing track.</p> <p>I can use instruments to record a short musical phrase and manipulate the sound using music ICT.</p> <p><b>Rhythm, Pitch, Conductor, Staccato, Composition, Improvisation, Solo.</b></p>	<p>In Harmony appreciate a wide range of music from different traditions, composers and musicians / develop an understanding of the history of music</p> <p><b>To know what is meant by the terms melody and tone.</b></p> <p>I can sing with awareness of breathing in order to support the voice in longer phrases.</p> <p>I can sing with an increasing awareness of tone of voice and the shape of melody.</p> <p>I can sing Two-/three-part rounds with confidence and increasing pitch accuracy.</p> <p>I can sing confidently as part of a small group or solo being aware of posture and good diction.</p> <p><b>Pitch, Ostinato, Staccato.</b></p>		<p>- In Harmony appreciate a wide range of music from different traditions, composers and musicians / develop an understanding of the history of music</p> <p><b>To know how to make sounds of a different pitch on a tuned instrument or ICT music-based programme,</b></p> <p>I can perform in an extended (e.g. 3-5 minute) piece from memory, playing musical ideas at the correct time in the structure of the piece</p> <p>I can compose, rehearse and record a group piece that: • is for a particular purpose.</p> <p>I can use a composing technique identified from an existing piece by a great composer or musician.</p> <p>I can create melodic or other ideas played on orchestral/band instruments or music ICT and makes effective use of the musical resources/skills of the class.</p> <p>I can use different sections within a planned musical structure.</p> <p>I can improvise solo simple rhythmic or melodic ideas, using an orchestral/band instrument in a 1 or 2 bar gap that fit with the style of a groove, beat or backing track.</p> <p>I can use instruments to record a short musical phrase and manipulate the sound using music ICT.</p> <p><b>Rhythm, Pitch, Conductor, Staccato, Composition, Improvisation, Solo.</b></p>



# Dovecote Primary and Nursery School – YEAR 4 - Long-Term Overview 2023/2024

Substantive Knowledge, Procedural Knowledge, Key Vocabulary.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>instruments play a specific feature, the number of bars before something changes</p> <p>I can link sound with symbol using standard staff rhythmic notation for 4, 2, 1, and half beat notes and 1 beat rest</p> <p>I can play or clap simple rhythms from staff notation and identify which rhythm from a choice is being played</p> <p>I can understand concept of sharp, flat and natural notes; bar and bar line; multiple bars' rests; 'note on a line'</p> <p>I can play/sing notes falling or rising in pitch in response to hand signs and to notes on a one-line stave</p> <p><b>Pitch, Ostinato, Staccato.</b></p> <p><b>Structure, Pitch, Ensemble, Loop, Sequence, Sample, Texture, Notation, Visual/Graphic.</b></p>						



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## Substantive Knowledge, Procedural Knowledge, Key Vocabulary.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>P.E</p> <p><b>Substantive knowledge</b></p> <p><b>Procedural Knowledge</b></p> <p><b>Vocabulary</b></p>	<p>Multi-skills linked to games.</p> <ul style="list-style-type: none"> <li>To know running, jumping, throwing and catching in isolation and in combination</li> <li>To know how to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> </ul> <ul style="list-style-type: none"> <li>To know how to compare their performance with previous ones and demonstrate improvement to achieve their personal best</li> </ul> <p>I can play games with some fluency and accuracy, using a range of throwing and catching techniques.</p> <p>I can pass and dribble with control under pressure.</p> <p>I can find ways of attacking successfully when using other skills.</p> <p>I can use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score.</p> <p>I know basic rules of the game.</p> <p>I can develop and Understand that I need to defend as well as attack.</p> <p>I can understand how strength, stamina and speed can be improved by playing invasion games.</p> <p>I can watch and describe others' performances, as well as their own, and suggest practices that will help them and others to improve performances.</p> <p>I can lead a partner through a short warm-up routine.</p> <p>Roll, throw, catch, retrieve, share, take turns, walk, jog, run, slow, fast, faster, throw, catch, under/over arm, jump, bounce,</p>	<p>Basketball</p> <p><b>To know running, jumping, throwing and catching in isolation and in combination</b></p> <ul style="list-style-type: none"> <li>To know how to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> </ul> <ul style="list-style-type: none"> <li>To know how to compare their performance with previous ones and demonstrate improvement to achieve their personal best</li> </ul> <p>I can play games with some fluency and accuracy, using a range of throwing and catching techniques.</p> <p>I can pass and dribble with control under pressure.</p> <p>I can find ways of attacking successfully when using other skills.</p> <p>I can use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score.</p> <p>I know basic rules of the game.</p> <p>I can develop and Understand that I need to defend as well as attack.</p> <p>I can understand how strength, stamina and speed can be improved by playing invasion games.</p> <p>I can watch and describe others' performances, as well as their own, and suggest practices that will help them and others to improve performances.</p> <p>I can lead a partner through a short warm-up routine.</p> <p>Roll, throw, catch, retrieve, share, take turns, walk, jog, run, slow, fast, faster, throw, catch, under/over arm, jump, bounce, control, roll, travel, warm-up, cool down, stretch, heart, lungs – breathing, cold, hot, travel, directional language – forwards, backwards, side wards, left, right. Positional language – in front, behind, next to, space, attack and defend, skills, tactics and strategies, observe and improve. tactics</p>	<p>Cyber coach fitness-street dance, Bollywood, yoga</p> <p><b>To know how to perform dances using a range of movement patterns</b></p> <p><b>To know how to compare my performance with previous ones and demonstrate improvement to achieve their personal best</b></p> <p><b>When composing:</b></p> <ul style="list-style-type: none"> <li>I can create a dance phrases/dances to communicate an idea</li> <li>Develop movement using;</li> <li>Actions (WHAT); I can travel, turn, gesture, jump, stillness</li> <li>Space (WHERE); I can use formation, direction and levels</li> <li>Relationships (WHO); I can use whole group/duo/solo, unison/canon</li> <li>Dynamics (HOW); I can explore speed, energy</li> <li>Choreographic I can use devices; motif, motif development and repetition</li> <li>I can structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end</li> <li>I can link phrases to music</li> </ul> <p><b>When performing:</b></p> <ul style="list-style-type: none"> <li>I can perform dance to an audience showing confidence</li> <li>I can show co-ordination, control and strength (Technical</li> </ul> <p>Skills)</p> <ul style="list-style-type: none"> <li>I can show focus, projection and musicality (Expressive</li> </ul> <p>Skills)</p> <ul style="list-style-type: none"> <li>I can demonstrate different dance actions – travel, turn, gesture, jump and stillness</li> <li>I can demonstrate dynamic qualities – speed, energy and continuity</li> <li>I can demonstrate use of space – levels, directions, pathways and body shape</li> </ul>	<p><b>Athletics</b></p> <p>Discus</p> <p>Javelin</p> <p>Long distance running</p> <p>Long jump &amp; triple jump</p> <p>Olympics</p> <p><b>To know running, jumping, throwing and catching in isolation and in combination</b></p> <ul style="list-style-type: none"> <li>To know developing flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>To know how to compare my performance with previous ones and demonstrate improvement to achieve my personal best</li> </ul> <p><b>When running:</b></p> <ul style="list-style-type: none"> <li>I can run smoothly at different speeds</li> <li>I can choose different styles of running of different distances</li> <li>I can pace and sustain their effort over longer distances</li> </ul> <p>I can Watch and describe specific aspects/techniques of running (e.g. what arms and legs are doing)</p> <ul style="list-style-type: none"> <li>I can recognise and record how the body works in different types of challenges over different distances</li> <li>I can carry out stretching and warm-up safely</li> <li>I can set realistic targets of times to achieve over a short and longer distance (with guidance)</li> </ul> <p><b>When jumping:</b></p> <ul style="list-style-type: none"> <li>I can perform combinations of jumps e.g. hop, step, jump showing control and consistency</li> <li>I can choose different styles of jumping</li> <li>I can watch and describe specific aspects of jumping e.g. what arms and legs are doing</li> <li>I can set realistic targets when jumping for distance for or height (with guidance)</li> </ul>	<p>Team games-Cricket</p> <p>Develop control</p> <p>Develop throwing, catching, fielding and batting skills.</p> <ul style="list-style-type: none"> <li>To know how to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>To know how to compare their performance with previous ones and demonstrate improvement to achieve their personal best</li> </ul> <p>I can play games with some fluency and accuracy, using a range of throwing and catching techniques.</p> <p>I can pass and dribble with control under pressure.</p> <p>I can find ways of attacking successfully when using other skills.</p> <p>I can use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score.</p> <p>I know basic rules of the game.</p> <p>I can develop and Understand that I need to defend as well as attack.</p> <p>I can understand how strength, stamina and speed can be improved by playing invasion games.</p> <p>I can watch and describe others' performances, as well as their own, and suggest practices that will help them and others to improve performances.</p> <p>I can lead a partner through a short warm-up routine.</p> <p>Roll, throw, catch, retrieve, share, take turns, walk, jog, run, slow, fast, faster, throw, catch, under/over arm, jump, bounce, control, roll, travel, warm-up, cool down, stretch, heart, lungs – breathing, cold, hot, travel, directional language – forwards, backwards, side wards, left, right. Positional language – in front, behind, next to, space, attack and defend, skills, tactics and strategies, observe and improve. tactics</p>	



# Dovecote Primary and Nursery School – YEAR 4 - Long-Term Overview 2023/2024

## Substantive Knowledge, Procedural Knowledge, Key Vocabulary.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>control, roll, travel, warm-up, cool down, stretch, heart, lungs – breathing, cold, hot, travel, directional language – forwards, backwards, side wards, left, right. Positional language – in front, behind, next to, space, attack and defend, skills, tactics and strategies, observe and improve. tactics</p>		<ul style="list-style-type: none"> <li>I can demonstrate different relationships – mirroring, unison, canon, complementary &amp; contrasting</li> </ul> <p><b>When appreciating:</b></p> <ul style="list-style-type: none"> <li>I can show an awareness of different dance styles and traditions</li> <li>I can understand and use simple dance vocabulary</li> <li>I can understand why safety is important in the studio</li> </ul> <p>Compare and comment on their own and other’s work -strengths and areas for improvement</p> <p>Beat, rhythm, motif, dance, pose, music, evaluate, improve, perform, space, warm up, slow, fast, spin, low, high, wide, twist, turn, tall, wide, body parts, move, recap, stop, freeze, statue, express, follow, copy, repeat, formation, group, body parts, effect of exercise on the body language – heart pumping, hot, cold, out of breath. Emotions and feelings, observe, feedback, improve.</p>	<p><b>When throwing:</b></p> <ul style="list-style-type: none"> <li>I can explore different styles of throwing, e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus)</li> <li>I can throw with greater control</li> <li>I can consistently hit a target with a range of implements</li> <li>I can watch and describe specific aspects of throwing (e.g. what arms and legs are doing)</li> <li>I can set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others (guidance)</li> </ul> <p>Warm-up, stretch, walk, jog, run, sprint, speed, challenge, slow, quick, fast, hop, step, jump, one/two explosive energy, feet together, control, improve, under/over arm, accuracy, observe, improve. Techniques, efficiency</p>		
<p><b>PSHE</b> <b>(JIGSAW)</b></p>	Being me in my World	Celebrating difference	Dreams and goals			Healthy Me



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<p><b>RE</b></p> <p><b>Substantive knowledge</b></p> <p><b>Procedural Knowledge</b></p> <p><b>Vocabulary</b></p>	<p><b>Unit 4.1</b> To know the key stages in the life journey of Christians, Muslims, Hindus and Humanism.</p> <p>To know what the beliefs about life after death are for Christians, Muslims, Hindus and Humanism.</p> <p><b>Unit 4.1</b> I can describe four different beliefs about life after death.</p> <p>I can express my own views about life after death and the reasons behind them.</p> <p>I can explain differences between Hindu, Christian, Muslim and Humanist ideas about the purposes of life and life after death.</p> <p>Muslim, Christian, Hindu, Humanist, beliefs, destiny, worship, ritual, soul, spiritual, commitment, values, heaven, paradise</p>		<p><b>Unit 4.2</b> To know that a pilgrimage is a spiritual journey.</p> <p>I know the reasons why different religious groups go on pilgrimages.</p> <p><b>Unit 4.2</b> I can explain the ritual and practices associated with a religious pilgrimage.</p> <p>I can explain the similarities and differences between different types of pilgrimage.</p> <p>I can reflect on the journey of a person who is spiritual but not religious and what this means to me.</p> <p>I can reflect on the sort of pilgrimage I would chose and why.</p> <p>Spiritual, pilgrim, pilgrimage, ritual, symbol, community, commitment, values.</p>	<p><b>Unit 4.3</b> I know that music can be used as a form of spiritual expression and worship.</p> <p>I know there are different forms music for prayer and worship, e.g. carols, children’s songs, hymns, chants.</p> <p>I know that Christians use music to express beliefs about God and devotion to God.</p> <p><b>Unit 4.3</b> I can express reason why particular pieces of music are spiritual for Christians and to myself.</p> <p>I can explain how and why Christians use different forms of music to express their beliefs about God and devotion to God.</p> <p>I can compare the chanting in Christianity, Hinduism and non-religious practise.</p> <p>Spiritual, worship, devotion, belief, self-expression.</p>	<p><b>Unit 4.4</b> I know the story of Rama and Sita and how it is connected to the Hindu faith.</p> <p>I know the story of Holika and how it is connected to the Hindu faith.</p> <p>I know how and why Hindus celebrate Diwali and Holi. (Haw-lee)</p> <p><b>Unit 4.4</b> I can explain how Hindus express their values at home and in the community.</p> <p>I can name some artefacts in Hindu worship and say why they are significant.</p> <p>I can explain the similarities and differences between Holi and Diwali.</p> <p>I can explain the similarities and differences between my own ‘big day’ and a Hindu festival.</p> <p>Murtis, gods and goddesses, karma, dharma, spiritual, Aum symbol, community, commitment, values.</p>	