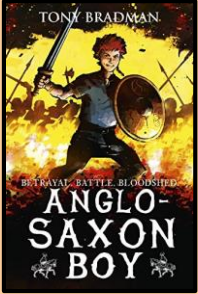
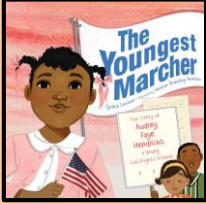
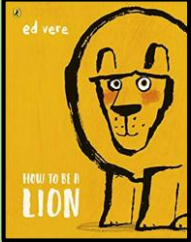
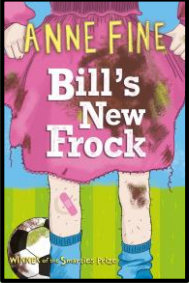

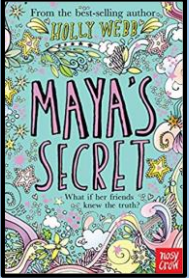


Curriculum Framework - Year 4

Autumn Term Global theme(s): Social Justice & Equity Focus: Equality		Spring Term Global theme(s): Identity & Diversity Focus: Perception & Coping		Summer Term Global theme(s): Sustainable Development Focus: Creating Change	
Autumn 1 Settlements	Autumn 2 Aspirations	Spring 1 What it means to be ...	Spring 2 Gender Identity	Summer 1 Natural Disasters	Summer 2 Fairtrade
Core text	Core text	Core text	Core text	Core text	Core text
 <p>Anglo-Saxon Boy by Tony Bradman</p>	 <p>The Youngest Marcher by Cynthia Levinson</p>	 <p>How To Be A Lion by Ed Vere</p>	 <p>Bill's New Frock By Anne Fine</p>	 <p>Flood by Alvaro F. Villa</p> <p>Stimulus: Greta Thunberg</p>	 <p>Maya's Secret by Holly Webb</p>
School values curriculum					
<p><u>Curiosity</u> To ask questions about a different time period and ask pertinent, relevant questions.</p>	<p><u>Creativity</u> To use creativity skills in different scenarios to work towards a given goal.</p> <p><u>Effort</u> To understand that effort relates to achievement and be able to identify their own aspirations and explain how effort can help them reach this goal.</p>	<p><u>Respect</u> To understand that we are all unique and ways in which we should show respect to different groups of people.</p> <p><u>Collaboration</u> To be about to work successfully as part of a team to support others.</p>	<p><u>Bravery</u> To understand that bravery means being honest with ourselves and others about our feelings and facing them head on.</p> <p><u>Kindness</u> To explain what being kind means and to understand how our actions towards others can make a</p>	<p><u>Gratitude</u> To consider how our lives differ from those who experience severe natural disasters. What can we be grateful for?</p> <p><u>Resilience</u> Considering how people move on from natural disasters and how we can also show this in our lives.</p>	<p><u>Responsibility</u> To identify our responsibilities as humans, to choose sustainable resources and give back to people fairly.</p> <p><u>Integrity</u> Considering how we can defend and carry through our beliefs in the face of difficulties.</p>

			difference to their feelings.		
<b>Diversity, Community &amp; Global Project Outcome</b>					
<p><i>To explain why people choose to settle in places, both in the past and in modern days and the positives and challenges that doing so brings with it.</i></p> <ul style="list-style-type: none"> <li>• To understand how fairness may not always mean equal treatment</li> <li>• To explore inequalities within and between societies and how these change</li> </ul> <p style="text-align: center;"><b><u>Global Skills</u></b></p> <ul style="list-style-type: none"> <li>• To imagine alternative possibilities and suggest new ideas to solve problems</li> <li>• To listen attentively, question and respond to others</li> </ul>	<p><i>To be able to identify our own aspirations and ways in which we can work towards achieving these aspirations.</i></p> <p><i>To name famous individuals who have shown high aspirations and recognise traits that they have.</i></p> <ul style="list-style-type: none"> <li>• To explore some causes and effects of and inequality (including race inequalities) at local, national and global levels</li> </ul> <p style="text-align: center;"><b><u>Global Skills</u></b></p> <ul style="list-style-type: none"> <li>• To understand impacts of prejudice and discrimination</li> <li>• To express own views and ideas on issues clearly, using a range of appropriate methods</li> </ul>	<p><i>To recognise different emotions, where these emotions come from and how we can deal with them effectively.</i></p> <p><i>To discuss our local area and our place in the global community</i></p> <ul style="list-style-type: none"> <li>• To explore diversity of cultures and societies within and beyond own experience</li> <li>• To understand the contributions of different cultures to our lives</li> </ul> <p style="text-align: center;"><b><u>Global skills</u></b></p> <ul style="list-style-type: none"> <li>• To adapt behaviour to take into account the feelings of others</li> <li>• To empathise with people in local and more distant contexts</li> <li>• To contribute to the well-being of the wider community</li> </ul>	<p><i>To explore gender identity and the impact of this on everyday life</i></p> <ul style="list-style-type: none"> <li>• To understand the nature of prejudice, racism and sexism and ways to combat these</li> </ul> <p style="text-align: center;"><b><u>Global skills</u></b></p> <ul style="list-style-type: none"> <li>• To explore reasons for negative feelings towards others and in new or difficult situation</li> <li>• To use strategies to manage anger, frustration and aggressive feelings</li> <li>• To use strategies to cope with challenging times</li> </ul>	<p><i>To understand how relief work aids the people who have been subject to natural disasters</i></p> <ul style="list-style-type: none"> <li>• To explore people's dependencies on the environment</li> <li>• To understand the basics of climate change (causes and effects)</li> </ul> <p style="text-align: center;"><b><u>Global skills</u></b></p> <ul style="list-style-type: none"> <li>• To identify connections between personal decisions and issues affecting people locally and globally</li> <li>• To work cooperatively to solve problems or achieve goals</li> <li>• To contribute to the well-being of the wider community</li> </ul>	<p><i>To visit a local cosmetics store that works with fair trade and ask pertinent questions to further our knowledge.</i></p> <p><i>To find ways in which we can make a difference and create a debate that will effectively argue our point.</i></p> <ul style="list-style-type: none"> <li>• To understand environmentally responsible living and global inequalities in ecological footprints</li> <li>• To explore people's dependencies on the environment</li> </ul> <p style="text-align: center;"><b><u>Global skills</u></b></p> <ul style="list-style-type: none"> <li>• To identify connections between personal decisions and issues affecting people locally and globally</li> <li>• To empathise with people in local and more distant contexts</li> </ul>

Writing outcomes					
1. Narrative (diary) 2. Information text	1. Inspirational speeches 2. Narrative (recounts)	1. Narrative (POV) 2. Poetry (Stereotype)	1. Explanation texts 2. Leaflet	1. Newspaper reports 2. Narrative (story)	1. Debate/letter writing 2. Narrative (playscripts)
Curriculum Overview					
This topic will focus on settlements. We will study the history behind settlements, travelling back to the Anglo-Saxon times and then looking at modern settlements and revisiting refugees. They will focus on the challenges that those who face this in modern days will meet and the benefits behind doing so.	Children will be guided towards thinking about their short term and long term aspirations. They will learn why having aspirations is important and begin to understand that they are responsible for what they achieve, looking at some inspirational figures, both past and present, and where their aspirations have led them too.	Children will learn about mindfulness. Throughout the topic, they will be encouraged to become more open about their feelings, both positive and negative, and how to deal with these emotions. They will learn mindfulness techniques whilst learning to be respectful and considerate of others emotions and what they can do to support one another.	This topic will focus on how we view ourselves. This will incorporate gender identity, local identity and our place in the wider world. It will put emphasis on being proud of who you are at this moment and being aware of the right of others to be who they are.	We will begin by exploring extreme weather events and locations from around the world with a focus on the physical geography of our planet. Over the term, the children will learn about how these extremities affect human geography.	This topic focuses on Fairtrade products and where, as humans, our responsibilities lie. The children will consider how people working around the world should be treated and begin to justify their reasons behind their thoughts.
<b>Curriculum Drivers</b> Trip to Lindsfame	<b>Curriculum Drivers</b>	<b>Curriculum Drivers</b>	<b>Curriculum Drivers</b> A visit to our local area	<b>Curriculum Drivers</b>	<b>Curriculum Drivers</b> Visit to a cosmetics store who work in Fair Trade
Science					
<b>Electricity</b> • Identify common appliances that run on electricity	<b>Animals including Humans</b> • Describe the simple functions of the basic parts	<b>Living things and their habitats</b> • Recognise that living things can be grouped in a	<b>Sound</b> • Identify how sounds are made, associating some of them with something	<b>States of Matter</b> • Compare and group materials together, according to whether they are solids, liquids or gases • Observe that some materials change state when they	

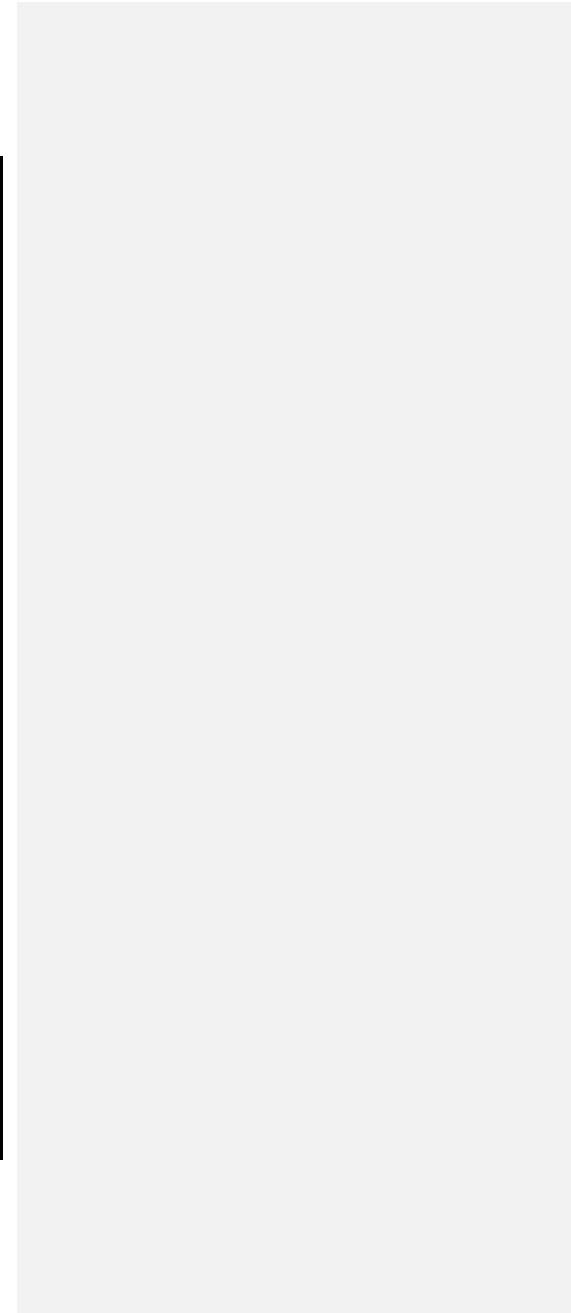
<ul style="list-style-type: none"> <li>• Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>• Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>• Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp will light in a simple series circuit</li> <li>• Recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>	<p>of the digestive system in humans</p> <ul style="list-style-type: none"> <li>• Identify the different types of teeth in humans and their simple functions</li> <li>• Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<p>variety of ways</p> <ul style="list-style-type: none"> <li>• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>	<p>vibrating</p> <ul style="list-style-type: none"> <li>• Recognise that vibrations from sound travel through a medium to the ear</li> <li>• Find patterns between the pitch of a sound and features of the object that produced it</li> <li>• Find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>• Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	<p>are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <ul style="list-style-type: none"> <li>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	
<b>RE</b>					
<p>To use developing religious vocabulary to describe some key features of religions, including religious celebrations and worship.</p> <p>To respond to questions that cause wonder, staying respectful to others beliefs and ideas.</p>	<p>To describe a range of beliefs, symbols and actions within different religions.</p> <p>To suggest meanings for a range of forms of religious expression and note similarities and differences between religions.</p>	<p>To identify the impact of religion on believers' everyday lives.</p> <p>To explore similarities and differences in how religion is expressed in different world religions.</p>	<p>To make links between values and commitments, and his/her own attitudes and behaviour.</p>	<p>To ask important questions about religion and beliefs, making links between his/her own and others' responses.</p>	<p>To make links between religious stories and sacred texts.</p> <p>To recognise similarities and differences in the key features of religions.</p>
<b>PE</b>					
<p><b>Games</b> Tag Rugby</p>	<p><b>Dance</b> Dances from other cultures</p>	<p><b>Dance</b> Dancing - understanding</p>	<p><b>Gymnastics &amp; Yoga</b> Developing skills</p>	<p><b>Athletics</b> Cricket and rounders</p>	<p><b>Athletics</b> Catching, throwing and</p>

<b>Swimming</b> Developing skills	<b>Swimming</b> Developing skills	the way our bodies move <b>Gymnastics</b> Developing skills	<b>Games</b> Tennis	<b>Games</b> Hockey	track events <b>Games</b> Badminton
<b>Art &amp; DT</b>					

<p>Develop ideas from starting points throughout the curriculum</p> <p>Collect information, sketches and resources.</p> <p>Continue to develop control using a range of materials.</p> <p>Begin to develop an understanding of the range of art, craft and design techniques used by artists/designers.</p> <p>Continue to develop an understanding of the work of either artists, architects or designers in history.</p> <p>Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Explore ideas in a variety of ways.</p> <p>Comment on artworks using visual language.</p> <p><u>Painting</u> Experiment with creating mood with colour.</p> <p><b>DT</b> <b>Building a Saxon settlement</b></p> <p>- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p>	<p>Develop ideas from starting points throughout the curriculum</p> <p>Adapt and refine ideas as they progress</p> <p>Explore ideas in a variety of ways.</p> <p>Comment on artworks using visual language.</p>	<p>Develop ideas from starting points throughout the curriculum</p> <p>Continue to develop a range of art and design techniques using a range of materials.</p> <p>Continue to develop an understanding of the work of either artists, architects or designers in history.</p> <p>Replicate some of the techniques used by notable artists, artisans and Designers.</p> <p><u>Drawing</u> -Annotate sketches to explain and elaborate ideas. -Sketch lightly (no need to use a rubber to correct mistakes).</p> <p>- Use hatching and cross hatching to show tone and Texture.</p> <p>Explore ideas in a variety of ways.</p> <p>Comment on artworks using visual language.</p> <p><b>DT</b> <b>How has technology changed throughout history? - Exploring the history of computing and designing their own robot.</b></p> <p>- Investigate and analyse a range of existing products, evaluate their ideas and products against</p>	<p>Develop ideas from starting points throughout the curriculum</p> <p>Explore ideas in a variety of ways.</p> <p>Comment on artworks using visual language.</p> <p>Continue to develop an understanding of the work of either artists, architects or designers in history.</p> <p>Replicate some of the techniques used by notable artists, artisans and Designers.</p>	<p>Develop ideas from starting points throughout the curriculum</p> <p>Continue to develop a range of art and design techniques using a range of materials.</p> <p><u>Drawing</u> -Annotate sketches to explain and elaborate ideas. -Sketch lightly (no need to use a rubber to correct mistakes).</p> <p><u>Collage</u> -Select and arrange materials for a striking effect.</p> <p>Ensure work is precise. - Use coiling, overlapping, tessellation, mosaic and montage</p> <p><u>Sculpture</u> Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). - Include texture that conveys feelings, expression or movement.</p>	<p>Develop ideas from starting points throughout the curriculum</p> <p>Explore ideas in a variety of ways.</p> <p>Comment on artworks using visual language.</p> <p><u>Painting</u> -Use watercolour paint to produce washes for backgrounds then add detail.</p> <p><b>DT</b> <b>Made in the North East Week - Building a form of transport</b></p> <p>- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p><b>Fairtrade -Exploring food from around the world &amp; understanding where our food comes from</b></p> <p>- Understand and apply the principles of a healthy and varied diet - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. - Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>
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- Select from and use a wider range of tools and equipment to perform practical tasks accurately.  
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

their own design criteria and consider the views of others to improve their work.  
- Understand how key events and individuals in design and technology have helped shape the world.



History					
<p><b>Anglo-Saxons</b> <b>Concepts of invasion, monarchy and governance</b></p> <ul style="list-style-type: none"> <li>Describe how some things from the past affect life today</li> <li>Use a full range of date and historical terms</li> <li>Use a timeline to place events, periods and cultural movements</li> <li>Show changes on a timeline. Describe and make links between events and changes</li> <li>Understand links between History and Geography</li> </ul>	<p><b>Civil Rights Movement</b> <b>Concepts of society and oppression &amp; liberty</b></p> <ul style="list-style-type: none"> <li>Know some similarities and differences within a period of time, for example: the lives of rich and poor</li> <li>Ask pertinent questions to explore possible answers</li> <li>Choose from and use a range of documents and printed sources</li> <li>Give reasons for change through analysing evidence</li> <li>Distinguish between reliable and unreliable sources</li> <li>Understand that some evidence is limited</li> </ul>	<p><b>Local area &amp; the wider world</b> <b>Concepts of oppression &amp; liberty</b></p> <ul style="list-style-type: none"> <li>Know some similarities and differences within a period of time</li> <li>Understand the relationships between beliefs and action in historical change</li> <li>Give reasons for change through analysing evidence</li> <li>Understand differences in social, religious, political and cultural history</li> <li>Describe how some things from the past affect life today</li> </ul>	<p><b>Local area &amp; the wider world</b> <b>Concept of society</b></p> <ul style="list-style-type: none"> <li>Identify the most useful sources for a particular task</li> <li>Understand differences in social, religious, political and cultural history</li> <li>Support own point of view using evidence</li> <li>Ask pertinent questions to explore possible answers</li> </ul>	<p><b>Natural disasters</b> <b>Concept of society</b></p> <ul style="list-style-type: none"> <li>Know the differences between weather and climate change</li> <li>Give reasons for change through analysing evidence</li> <li>Use graphs and charts to confirm information from different sources</li> <li>Understand links between History and Geography</li> <li>Understand how economic development can change a place</li> <li>Identify the parts of a river, and land use around and how these can change people's lives</li> </ul>	<p><b>Fairtrade around the world</b> <b>Concept of society</b></p> <ul style="list-style-type: none"> <li>Choose from and use a range of documents and printed sources</li> <li>Use a timeline to place events, periods and cultural movements</li> <li>Understand differences in social, religious, political and cultural history</li> </ul>
Geography					
<p><b>Germany and Scandinavian countries</b></p> <ul style="list-style-type: none"> <li>Draw maps of local places, including sketches from field work</li> <li>Describe key aspects of human geography including settlements and land use</li> <li>Name and locate the countries of Europe and identify their main physical and human characteristics</li> </ul>	<p><b>Urban vs Rural</b></p> <ul style="list-style-type: none"> <li>Understand the different uses of different places</li> <li>Understand and use the concept of links between physical and human features</li> <li>Work out a location using a range of information</li> </ul>	<p><b>Countries of the UK and Europe</b></p> <ul style="list-style-type: none"> <li>Compare collected data with information from the internet to discuss weather and climate</li> <li>Use the eight points of the compass, four-figure grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world.</li> <li>Name and locate counties and cities within the UK and locate using a</li> </ul>	<p><b>Local area</b></p> <ul style="list-style-type: none"> <li>Plan detailed routes using four points of the compass</li> <li>Compare information from atlases with that from a globe</li> <li>Describe key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle</li> <li>Find the longest and shortest routes using maps</li> <li>Make detailed and</li> </ul>	<p><b>Extreme weather/environments</b></p> <ul style="list-style-type: none"> <li>Collect temperature and rainfall using a range of instruments</li> <li>Take field measurements over time</li> <li>Compare collected data with information from the internet to discuss weather and climate</li> <li>Begin to use the computer to draw graphs</li> <li>Describe key aspects of:</li> </ul>	<p><b>Fairtrade countries</b></p> <ul style="list-style-type: none"> <li>Compare information from atlases with that from a globe</li> <li>Begin to recognise the position of the equator, Northern and Southern hemispheres and the Arctic and Antarctic circles</li> <li>Identify the parts of a river, and land use around and how these can change people's lives</li> </ul>

**Commented [1]:** In the history overview you have the concept of oppression & liberty covered through India but it's not mentioned here - are you still covering that?

**Commented [2]:** We do! Sorry that we didn't include it.

**Commented [3]:** Demi, I'm completely mortified!! I was writing these comments so that I could come back to it at a later date with staff and didn't realise that staff were notified! I wouldn't be bothering you with things like that at the moment so I'm so sorry!

**Commented [4]:** Please do not worry in the slightest! We should have included it, it in the first place!



		map.	labelled field sketches	physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle; human geography including settlements and land use <ul style="list-style-type: none"> <li>Use the eight points of a compass, four-figure grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world.</li> </ul>	
<b>PSHE</b>					
<ul style="list-style-type: none"> <li>To judge what kind of physical contact is acceptable or unacceptable and how to respond.</li> <li>To know the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</li> <li>To develop an understanding of 'enterprise' and the skills that make someone 'enterprising'.</li> <li>To work collaboratively towards shared goals. (SEAL)</li> </ul>	<ul style="list-style-type: none"> <li>To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.</li> <li>To understand the concept of 'keeping something confidential or secret', when we should or should not agree to do this and when it is right to 'break a confidence' or 'share a secret'.</li> <li>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings. (SEAL)</li> </ul>			<ul style="list-style-type: none"> <li>To differentiate between the terms 'risk', 'danger' and 'hazard'. To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and how to use this as an opportunity to build resilience.</li> <li>To recognise their increasing independence brings increased responsibility to keep themselves and others safe.</li> <li>To know that bacteria and viruses can affect health and that following simple routines can reduce their spread.</li> <li>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. (SEAL)</li> </ul>	
<b>Computing</b>					
<ul style="list-style-type: none"> <li>Understand how to keep themselves safe online and</li> </ul>	<ul style="list-style-type: none"> <li>Understand copyright and plagiarism</li> </ul>	<ul style="list-style-type: none"> <li>Plan, design and create and improve their own</li> </ul>	<ul style="list-style-type: none"> <li>Describe uses of technology and the impact</li> </ul>	<ul style="list-style-type: none"> <li>Spreadsheets: choose, print and annotate</li> </ul>	<ul style="list-style-type: none"> <li>Write instructions for a sprite to follow in Scratch</li> </ul>

<p>how to report concerns</p> <ul style="list-style-type: none"> <li>Plan, design and create and improve their own multimedia presentation (PowerPoint, Publishers, Word etc.) showing awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>Explore what it means to be responsible and respectful online to become good digital citizens</li> </ul>	<p>multimedia presentation (PowerPoint, Publishers, Word etc.) showing awareness of audience</p> <ul style="list-style-type: none"> <li>History of computing timeline</li> <li>Understand what is cyberbullying</li> </ul>	<p>of technology</p> <ul style="list-style-type: none"> <li>Understand how stimulations and robots are used</li> </ul>	<p>appropriate graphs to answer simple questions e.g. bar charts, or pie charts and interpret data</p>	<ul style="list-style-type: none"> <li>Use conditional statements (if ... then) within an animation</li> <li>Use repeat events in programs</li> <li>Make improvements to make an animation more exciting</li> </ul>
<p><b>MFL</b></p>					
<p><b><u>Playing with number</u></b></p> <ul style="list-style-type: none"> <li>Learn to write numbers 1-20</li> <li>Use number in different contexts such as telling the time</li> <li>Plural &amp; accents</li> <li>French spelling with accents and plurals.</li> <li>Revise numbers through traditional games</li> <li>How to tell the time.</li> </ul>	<p><b><u>On y va (All aboard)</u></b></p> <ul style="list-style-type: none"> <li>Use accurate pronunciation.</li> <li>Get meaning across, sometimes using phrases.</li> <li>Discuss word meanings, linking to patterns in English and new language.</li> <li>Use numbers to and beyond 100.</li> <li>Check that simple text makes sense and discuss understanding of the meaning.</li> <li>Identify key details from text even without full interpretation.</li> <li>Use key vocabulary from a text to explain key points of a short text.</li> <li>Begin to use a bilingual dictionary to look up new words.</li> </ul>	<p><b><u>La vie et la santé (Life &amp; Health)</u></b></p> <ul style="list-style-type: none"> <li>Use known phrases to ask and answer questions.</li> <li>Create oral sentences independently.</li> <li>Respond to simple classroom instructions.</li> <li>Learn, memorise and perform a short spoken text.</li> <li>Read aloud short rhymes and poems.</li> <li>Write a short paragraph of 2 or 3 sentences using key topic vocabulary.</li> <li>Begin to substitute words within written work as needed.</li> <li>Uses grammatical knowledge to select the correct form of words. E.g. feminine and masculine.</li> </ul>			

Music					
<p><b>Battles</b></p> <ul style="list-style-type: none"> <li>• Lead a group when performing.</li> <li>• Compose simple tunes using a pentatonic scale.</li> <li>• Use repeated patterns for effect.</li> <li>• Follow instructions from symbols when singing or playing.</li> <li>• Know and use simple standard notation of pitch and beat.</li> <li>• Give reasons for opinions about music from the past.</li> </ul>	<p><b>Christmas musical</b></p> <ul style="list-style-type: none"> <li>• Sing in tune and with expression. –</li> <li>• Hold their own part when performing by ear or by notation.</li> <li>• Begin to sing in two part harmony. –</li> <li>• Show control through breathing, articulation and dynamic.</li> <li>• Take part in two-part harmonies.</li> <li>• Understand the relationship between lyrics and melody.</li> <li>• Note key features of the work of a given composer.</li> </ul>	<ul style="list-style-type: none"> <li>• Create rhythmic patterns with an awareness of timbre and duration.</li> <li>• Appreciate harmonies, drones and ostinato.</li> <li>• Understand the cultural and social meaning of lyrics.</li> <li>• Understand culture in composition.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe what they hear using a wider range of musical vocabulary.</li> <li>• Explore the way in which sounds are combined towards certain effects.</li> <li>• Recognise how musical elements are used by composers to create different moods and effects.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of dynamics, timbre and pitch in composition.</li> <li>• Use emphasis and accent to create effects.</li> <li>• Use own signs and symbols to record composition.</li> <li>• Recognise differences in music naming a least one famous composer.</li> </ul>	<ul style="list-style-type: none"> <li>• Show increasing control with instruments.</li> <li>• Use change in pitch to express ideas.</li> <li>• Use specific vocabulary when explaining likes/dislikes about a piece of music.</li> <li>• Understand the concept of bass and treble clef.</li> </ul>
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