

Year 4

Subject	<u>Terms 1 and 2</u>		<u>Terms 3 and 4</u>		<u>Terms 5 and 6</u>	
Themes	Romans		Victorians and GWR		Europe	
English Reading	See English Curriculum					
English Writing	See English Curriculum					
English GPS Classroom Secrets	Ready to write Pronouns Fronted adverbials	Apostrophes Speech Noun phrases Suffixes	Standard English Paragraphs Suffixes			
Maths White Rose	Place value Addition and subtraction Measurement: length and perimeter Multiplication and division	Multiplication and division Measurement: area Fractions Decimals	Decimals Measurement: money Time Statistics Properties of shape Position and direction			
Science	<ul style="list-style-type: none"> Ask relevant questions and using different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. Make organised and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and ask further questions. Identify differences, similarities or changes related to simple scientific ideas and processes. Use simple scientific evidence to answer questions or to support their findings. 					
	States of matter / Sound <ul style="list-style-type: none"> Compare and group together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	Electricity <ul style="list-style-type: none"> Identify common appliance that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. 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. 	Living things and their habitats/ Animals including humans <ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of different ways. Explore and use classifications keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that things can sometimes pose dangers to living things. Describe the simple functions of the basic parts of the digestive system in humans. 			

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	<ul style="list-style-type: none"> Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. 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. Recognise that sounds gets fainter as the distance from the sound source increases. 	<ul style="list-style-type: none"> Recognise that a switch opens and closes in a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors. 	<ul style="list-style-type: none"> Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.
Geography	<p>Natural Disasters</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography including volcanoes and earthquakes. Describe and understand key aspects of human geography including settlement and land-use. Links with Romans. Describe and understand key aspects of physical geography including the water cycle (linked to Science). 	<p>Local Area</p> <ul style="list-style-type: none"> Competently use the four main compass points to give/follow directions. Use 4-figure grid references to locate features/places on maps. Use a key. Use fieldwork to observe, measure, record and present the human and physical features in the local area. Use scale plans of the school and local area. <p>Local Area Enquiry - Microclimates.</p>	<p>Europe</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography in a region in a European country. Use maps, atlases, globes and digital/computer mapping to locate countries within Europe (including Russia) and describe features studied. Locate the world's countries, using maps to focus on Europe (including Russia), concentrating on key physical and human characteristics, countries and major cities) and the key topographical features (hills, mountains, rivers and coasts). Name and locate counties and cities in England.
History	<p>Develop chronological knowledge through:</p> <ul style="list-style-type: none"> placing events from time periods on a timeline using terms related to the period and begin to date events understanding more complex terms e.g. BC/AD <p>Establish clear narratives through studying British, local and world history:</p> <ul style="list-style-type: none"> by finding out about everyday lives of people in time studied and identify key features and events by studying change through the lives of significant individuals noting connections, contrasts and trends over time and develop the appropriate use of historical terms 		

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	<ul style="list-style-type: none"> • by developing a broad understanding of ancient civilisations • Use evidence to reconstruct life in time studied. • Look at a range of sources e.g. photos, artefacts, text books, internet etc. • Begin to evaluate the usefulness of different sources. • Compare with our life today using evidence to build up a picture of the past. • Identify reasons for and results of people's actions. • Understand why people may have had to do something. • Choose relevant sources to represent aspects from the past. • Use the library as a tool for researching time periods. <p>Ask and answer questions about change, cause, similarity, difference and significance.</p>		
	<p>Romans This could include:</p> <ul style="list-style-type: none"> • Julius Caesar's attempted invasion in 55-54 BC, including British resistance - Boudica. • The Roman Empire by AD 42 and the power of its army. • Successful invasion by Claudius and conquest, including Hadrian's Wall. • 'Romanisation' of Britain. 	<p>Victorians and GWR A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<p>Greeks A study of Greek life and achievements and their influences on the western world.</p>
Art	<p>Can We Change Places - linked to Europe To create sketch books to record their observations and use them to review and revisit ideas, discussing and reviewing their own and others' ideas. To improve their mastery of art and design techniques in sculpture by:</p> <ul style="list-style-type: none"> • Plan, design, make and adapt models. • Make informed choices about the 3D technique chosen. • Demonstrate an awareness in environmental sculpture. <p>Draw and explore famous landmarks across Italy e.g. Colosseum, Trevi Fountain.</p>	<p>William Morris</p> <ul style="list-style-type: none"> • Learn about great artists, architects and designers in history e.g. William Morris • Identify artists that have worked in similar ways to their own work. • Start to look at working in the style of a selected artist. <p>To create sketch books to record their observations and use them to review and revisit ideas, discussing and reviewing their own and others' ideas. To improve their mastery of art and design techniques in painting by:</p> <ul style="list-style-type: none"> • Start to develop a painting from a drawing. • Use light and dark within painting and show understanding of complimentary colours. • Mix colours, shade and tones. 	<p>Warhol and the Pop Art Movement - Look at Pop Artists across Europe</p> <ul style="list-style-type: none"> • Learn about great artists, architects and designers in history e.g. Warhol. • Identify artists that have worked in similar ways to their own work. • Start to look at working in the style of a selected artist. <p>To create sketch books to record their observations and use them to review and revisit ideas, discussing and reviewing their own and others' ideas. To improve their mastery of art and design techniques in drawing by:</p> <ul style="list-style-type: none"> • Make informed choices about drawing including paper and media. • Alter and refine drawings and describe changes using art vocabulary. • Use research to inspire drawings from memory and imagination.

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DT	<p>Seasonal Foods</p> <ul style="list-style-type: none"> 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 e.g. cutting, chopping, peeling and mixing. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<p>Light - E.g. Victorian Doll's House Room with a light and working switch (This does not follow the Planbee).</p> <ul style="list-style-type: none"> Start to generate ideas, considering the purposes for which they are designing. Make labelled drawings from different views, showing specific features. When planning, consider the views of others including intended users. Using appropriate tools and equipment, know how to measure, mark out, cut and shape a range of materials. Use a wide range of materials and components and start to join and them accurately in temporary and permanent ways. Evaluate their project by commenting on things which have worked well and things which could be improved. Evaluate their work both during and at the end of the assignment. Evaluate the key designs of individuals in design and technology that have helped shape the world. Understand how to reinforce and strengthen a 3D framework. Understand how more complex electrical circuits and components can be used to create functional products. Learn how to program a computer to control their products 	<p>Money Containers</p> <ul style="list-style-type: none"> Start to generate ideas, considering the purposes for which they are designing. Make labelled drawings from different views, showing specific features. When planning, consider the views of others including intended users. Using appropriate tools and equipment, know how to measure, mark out, cut and shape a range of materials. Use a wide range of materials and components and start to join and them accurately in temporary and permanent ways. Sew using a range of different stitches. Evaluate their project by commenting on things which have worked well and things which could be improved. Evaluate their work both during and at the end of the assignment. <p>Evaluate the key designs of individuals in design and technology that have helped shape the world.</p>
Music Charanga	Mamma Mia Glockenspiel Stage 2	Stop! Lean on Me	Blackbird Reflect, Rewind and Replay
PSHE/RSHE Jigsaw	Being me in my world Celebrating differences	Dreams and goals Healthy me	Relationships Changing me
French	<ul style="list-style-type: none"> Listen and show understanding of short phrases through physical response. Listen and demonstrate understanding of words in songs and rhymes. <p>Use the Niveau Bleu Scheme of Work</p> <ul style="list-style-type: none"> Ask and answer several simple and familiar questions with a rehearsed response. Use familiar vocabulary to say simple sentences to give information using a language scaffold. Join in with the words of a rhyme, song or story sometimes from memory. Read aloud familiar short sentences using knowledge of letter string sounds and observing silent letter rules. 		

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PE	<p>Gymnastics (1)</p> <ul style="list-style-type: none"> • Perform rolls with control and accuracy e.g. stretch, tuck, half and straddle. • Perform small and large body part balances on a range of equipment. • Perform mirroring actions with a partner. • Perform matching actions with a partner. • Create and perform a sequence of actions with a partner using leading and following, meeting and parting or side by side. <p>Dance (2)</p> <ul style="list-style-type: none"> • To demonstrate precision, control and fluency in response to stimuli. • Identify and repeat the movement and actions of a chosen dance style. • Begin to compose a dance that reflects a chosen dance style • Compose a longer and more complex dance sequence with a group. • Demonstrate rhythm and spatial awareness. • Use appropriate dance vocabulary when comparing and improving work. <p>Tag Rugby (1)</p> <p>Netball (2)</p> <ul style="list-style-type: none"> • Develop different ways of throwing and catching with control and accuracy • Move a ball using a range of techniques showing control and fluency • Pass the ball with increasing speed, accuracy and success in a game • Use a bat, racket or stick to hit equipment with accuracy and control 	<p>Gymnastics (3)</p> <ul style="list-style-type: none"> • Perform rolls with control and accuracy e.g. stretch, tuck, half and straddle. • Perform small and large body part balances on a range of equipment. • Perform mirroring actions with a partner. • Perform matching actions with a partner. • Create and perform a sequence of actions with a partner using leading and following, meeting and parting or side by side. <p>Pilates (4)</p> <ul style="list-style-type: none"> • To demonstrate precision, control and fluency in response to stimuli. • Identify and repeat the movement and actions of a chosen dance style. • Begin to compose a dance that reflects a chosen dance style • Compose a longer and more complex dance sequence with a group. • Demonstrate rhythm and spatial awareness. • Use appropriate dance vocabulary when comparing and improving work. <p>Fitness (3)</p> <p>Handball (4)</p> <ul style="list-style-type: none"> • Develop different ways of throwing and catching with control and accuracy • Move a ball using a range of techniques showing control and fluency • Pass the ball with increasing speed, accuracy and success in a game • Use a bat, racket or stick to hit equipment with accuracy and control • Develop overarm bowling 	<p>Athletics (6)</p> <ul style="list-style-type: none"> • Confidently demonstrate an improved technique for sprinting and select a preferred starting position. • Perform a relay, focusing on the baton changeover technique. • Speed up and slow down smoothly • Learn how to combine jumps e.g. hop, step and jump to perform jumps from standing. • Land safely and with control. • Begin to measure the distance jumped. • Perform a pull throw. • Measure the distance of their throws. • Continue to develop techniques to throw for increased distance. <p>Tri Golf (5)</p> <p>Kwik Cricket (5)</p> <p>Tennis (6)</p> <ul style="list-style-type: none"> • Develop different ways of throwing and catching with control and accuracy • Move a ball using a range of techniques showing control and fluency • Pass the ball with increasing speed, accuracy and success in a game • Use a bat, racket or stick to hit equipment with accuracy and control • Develop overarm bowling • Strike a moving and stationary ball with accuracy • Shot towards a target with accuracy and control <p>Use a range of techniques to attack and keep possession</p>

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	<ul style="list-style-type: none"> Develop overarm bowling Strike a moving and stationary ball with accuracy Shot towards a target with accuracy and control <p>Use a range of techniques to attack and keep possession</p>	<ul style="list-style-type: none"> Strike a moving and stationary ball with accuracy Shot towards a target with accuracy and control Use a range of techniques to attack and keep possession 		
RE	<p>Why is Jesus inspiring to some people? Believing</p>	<p>Why do some people think life is a journey? Expressing</p>	<p>Why are festivals important to religious people? Expressing Next year y4 will need cover 'What does it mean to be a Hindu in Britain today?' as have already covered this module.</p>	<p>What can we learn from religions about what is right and wrong? Living</p>
Computing	<p>Project Evolve - Managing Online Relationships and Self Image & Identify Purple Mash Unit 4.1 Coding Unit 4.2 Online Safety Think U Know Unit 4.3 Spreadsheets</p>	<p>Project Evolve - Online Bullying and Privacy & Security Unit 4.5 Logo Unit 4.6 Animation</p>	<p>Project Evolve - Managing Online Information, Copyright and Ownership and Health, Well-being and Lifestyle and Online Relationships Unit 4.8 Hardware Unit 3.6 Branching Databases</p>	