

YEAR 4

YEAR 4	TOPIC(S) / British Value / 50 Things	<p>'JEWEL OF THE NILE' EGYPT RIVERS AND WATER</p> <p>British Value Individual Liberty</p> <p>50 Things 13 Learn a new language 16. Go blackberry picking 31. Receive an award from school 34. Take part in a sporting competition</p>	<p>'JEWEL OF THE NILE' EGYPT</p> <p>British Value Rule of Law</p> <p>50 Things 13 Learn a new language 31. Receive an award from school 33. Swim a length of the pool (25metres) 34. Take part in a sporting competition 39. Sing in public</p>	<p>ANCIENT ROME</p> <p>British Value Tolerance</p> <p>50 Things 13 Learn a new language 31. Receive an award from school 34. Take part in a sporting competition</p>	<p>ANCIENT ROME (Present Europe and compare with Europe during roman empire)</p> <p>British Value Respectful</p> <p>8. Dress up for World Book Day 13 Learn a new language 31. Receive an award from school 34. Take part in a sporting competition 47. Learn to cook a meal 49. Read a book somewhere unusual</p>	<p>MONARCHS</p> <p>British Value Democracy</p> <p>50 Things 13 Learn a new language 31. Receive an award from school 34. Take part in a sporting competition 40. Go to the theatre</p>	<p>MONARCHS UNITED KINGDOM REFUGEES AND IMMIGRATION 'FEELS LIKE HOME'</p> <p>British Value Tolerance</p> <p>50 Things 13 Learn a new language 22. Write a letter to someone famous 31. Receive an award from school 34. Take part in a sporting competition 39. Sing in public</p>
	ENGLISH	<p>READING SPINE 'Oliver and the Seawigs' by Phillip Reeves</p> <p>WRITING TO INFORM Explanation of the Water Cycle and Rivers</p>	<p>READING SPINE 'Secrets of a Sun King' by Emma Carroll</p> <p>WRITING TO PERSUADE Speech from Lil to Howard Carter persuading him not to enter the tomb.</p> <p>WRITING POETRY Kennings <u>Who Am I?</u> By Roger Stevens</p>	<p>READING SPINE 'Escape From Pompeii' by Christina Balit</p> <p>WRITING TO ENTERTAIN Historical Story Play script</p>	<p>READING SPINE 'The cat who walked across France' by Kate Banks</p> <p>WRITING TO INFORM "Then and Now" recount.</p> <p>WRITING POETRY Rhyming Couplets <u>Captive</u> by Amy Ludwig VanDerwater</p>	<p>READING SPINE 'My Friend Walter' by Michael Morpurgo</p> <p>WRITING TO ENTERTAIN Narrative from different viewpoints – Walter and Bess</p>	<p>READING SPINE 'Kasia's Surprise' by Stella Gurney</p> <p>WRITING TO PERSUADE Persuasive letters to the government</p> <p>WRITING POETRY Tetractys Word Play <u>The Moon</u> by Marinela Reka</p>
	MATHS	<p>NUMBER: Place Value NUMBER: Addition and Subtraction MEASUREMENT: Length and Perimeter NUMBER: Multiplication and Division</p>		<p>NUMBER: Multiplication and Division MEASUREMENT: Area FRACTIONS DECIMALS</p>		<p>DECIMALS MEASUREMENT: Money MEASUREMENT: Time STATISTICS GEOMETRY: Properties of Shapes GEOMETRY: Position and Direction</p>	

YEAR 4	SCIENCE	<p>LIVING THINGS AND THEIR HABITATS</p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things</p> <p>ANIMALS, INCLUDING HUMANS</p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>		<p>ELECTRICITY</p> <p>Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>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</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>SOUND</p> <p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>		<p>STATES OF MATTER</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>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 (°C)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	
	PSHE	<p>BEING ME IN MY WORLD</p> <p>Understand who is part of a school community and how I play my part.</p> <p>Look at how a school council works.</p>	<p>CELEBRATING DIFFERENCE</p> <p>Explain why it is good to accept people for who they are.</p>	<p>CHANGING ME</p> <p>Know what it means to be resilient and to have a positive attitude.</p> <p>Make a plan and set new goals.</p>	<p>HEALTHY ME</p> <p>Identify feelings of anxiety and fear associated with peer pressure.</p>	<p>RELATIONSHIPS</p> <p>Explain different points of view on e.g. an animal rights issue.</p> <p>Express my own opinion and feelings on this.</p>	<p>DREAMS AND GOALS</p> <p>Learn about body changes through puberty in girls.</p> <p>Identify what I am looking forward to when I am in Year 5.</p>
ART AND DESIGN	<p>COLOUR, DRAWING</p> <p>If possible, take sketchbooks to the coast and record observations.</p> <p>Research famous seascapes: Katsushika Hokusai: The Wave William Turner: The fighting Temeraire Claude Monet: La Terrasse de Sainte Adresse Richard Diebenkorn: Ocean Horizon</p> <p>Plan how to best recreate observations in paint in the style of a chosen artist, with a focus on brushes/tools/techniques and choice of paint.</p>	<p>PRINTING, COLOUR, PATTERN</p> <p>Research, design and make a new Egyptian Hieroglyph. Carve the negative of the design into a potato and use to create different printing images.</p> <p>Mix colours by overlapping colour prints.</p> <p>Work collaboratively to create patterns and larger scale work.</p>	<p>COLOUR PATTERN</p> <p>Research Ancient Roman tiles. Observe patterns and designs.</p> <p>Collaboratively work in groups to create a design for a floor or wall. E.g. a group of six children could design a floor of 3 by 2 tiles. Each child makes a part of the design.</p> <p>Each child paints their part of the design onto ceramic tile. Display as a group.</p>	<p>COLOUR, DRAWING</p> <p>Impressionism. Claude Monet studied the science of colour. He studied the effects of light on the environment & painted the same landscapes repeatedly.</p> <p>Research the Gardens at Giverny, or Haystacks, or Rouen Cathedral series. How did painting in different weather or times of the day create different paintings? Children choose somewhere to paint landscapes around the school. Make quick paint studies of the colours they see. Paint a final landscape on a larger scale.</p>	<p>FORM</p> <p>Research English crowns through the ages including functional aspects as well as artistic.</p> <p>Research crowns made from modelling wire.</p> <p>Design a crown, which can be made with modelling wire, which would be suitable for a modern day king or queen.</p>	<p>PATTERN TEXTURE</p> <p>Research patterns found in nature relating to the sea e.g. shells.</p> <p>Research paper and fabric weaving techniques.</p> <p>Design and make a deck chair cover which includes a motif or repeating pattern inspired by the research on patterns found in nature.</p>	

COMPUTING	PROGRAMMING	COMPUTATIONAL THINKING	CREATIVITY	COMPUTER NETWORKS	COMMUNICATION / COLLABORATION	PRODUCTIVITY
	4.1 We are software developers Developing a simple educational game <i>Scratch/Snap!/Pyonkee</i>	4.2 We are toy designers Prototyping an interactive toy <i>Scratch/Snap!/Pyonkee</i>	4.3 We are musicians Producing digital music <i>Isle of Tune/Audacity/LMMS/GarageBand/MuseScore</i>	4.4 We are HTML editors Editing and writing HTML <i>Firefox/Chrome/Brackets</i>	4.5 We are co-authors Producing a wiki <i>Learning platform/MediaWiki/Google Sites</i>	4.6 We are meteorologists Presenting the weather <i>Excel/Google Sheets/PowerPoint/IWB software</i>
	Sculpture- Mod-roc Sarcophagus model Generate, develop, model and communicate their ideas through discussion, annotated, sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]		Sewing ancient Greek sandals. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups 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 Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Investigate and analyse a range of existing products		Design and make thrones/crowns through the ages. Structures Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups 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 Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Understand how key events and individuals in design and technology have helped shape the world Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors.]	
DESIGN AND TECHNOLOGY						
	To describe and understand key aspects of physical geography including rivers oceans and water cycle.				To name and locate countries of the UK Geographical regions and their identifying human and physical characteristics. To use maps, atlases and globes and digital/computer Use 8 points of a compass, four and six-figure grid references, symbols and key. Orienteering Skills	
GEOGRAPHY			To locate Europe's countries and their capitals. To describe and understand key aspects of human geography in Italy now and during Roman empire (types of settlement and land use, economic activity and trade links and the distribution of natural resources including energy, food, minerals and water. Compare with present.			

YEAR 4	HISTORY		The achievements of the earliest civilizations: To know where and when. Pharaohs and Pyramids Ancient Egyptian tombs Mythology Daily life The Nile Remembrance week.	The achievements of the earliest civilizations: To know where and when. Roman Empire Roman army. Roman legacy. Romanisation of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity. British resistance (Boudicca)		The changing power of Monarchs, using case studies. The role of a monarch. Queen Elisabeth I and England at the time of her reign (past). Queen Elisabeth II and Britain at the time of her reign (present).			
	LANGUAGES	Unit 4 Les animaux Animals and pets Numbers11-20 Giving someone's name Describing someone	Unit 4 Les animaux Animals and pets Numbers11-20 Giving someone's name Describing someone	Unit 5 La famille Identify members of your family The alphabet household items Using sur and dans	Unit 5 La famille Identify members of your family The alphabet household items Using sur and dans	Unit 6 Bon anniversaire! Recognise and ask for various snacks Giving opinions about food Numbers21-31 Months of the year	Unit 6 Bon anniversaire! Recognise and ask for various snacks Giving opinions about food Numbers21-31 Months of the year		
	MUSIC	Mamma Mia	Glockenspiel 2	Stop	Lean On Me	Blackbird	Reflect, rewind and replay		
	PE	SWIMMING To begin to swim competently, confidently and proficiently over a distance of at least 25 meters. To begin perform safe self-rescue.		DANCE To perform dances using a range of movement patterns. To evaluate and improve own performance.		GYMNASTICS To develop flexibility, strength, technique, control and balance. To evaluate and improve own performance.		GYMNASTICS To develop flexibility, strength, technique, control and balance. To evaluate and improve own performance.	
		GAMES To play competitive games and apply basic principles suitable for attacking and defending.		GAMES To run, jump, throw and catch. To play games competitively using attacking and defending skills.			GAMES To take part in outdoor and adventurous challenges both individually and within a team.		
	RE	THEME: Beliefs and Practices KEY QUESTION: How special is the relationship Jews have with God?	THEME: Christmas KEY QUESTION: What is the most significant part of the nativity story for Christians today?	THEME: Passover KEY QUESTION: How important is it for Jewish people to do what God asks them to do?	THEME: Easter KEY QUESTION: Is forgiveness always possible?	THEME: Beliefs and Practices KEY QUESTION: What is the best way for a Jew to show commitment to God?	THEME: Prayer and Worship KEY QUESTION: Do people need to go to church to show that they are Christians?		