

YEAR FOUR

		YEAR FOUR					
YEAR FOUR	TOPIC(S) / British Value / 50 Things	<p>'TOMB RAIDERS' ANCIENT 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>'WATER, WATER EVERYWHERE' 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>'WARRIORS AND WEAPONS' 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>'THEN AND NOW' MODERN ITALY COMPARED TO ANCIENT ROME</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>'KINGS, QUEENS AND CASTLES' HISTORY</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>'FEELS LIKE HOME' REFUGEES AND IMMIGRATION</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 'Secrets of a Sun King' by Emma Carroll</p> <p>WRITING TO ENTERTAIN Story featuring a warning for the main character</p> <p>WRITING POETRY Kennings <u>Who Am I?</u> By Roger Stevens</p>	<p>READING SPINE 'Oliver and the Seawigs' by Phillip Reeves</p> <p>WRITING TO INFORM Letters – formal and informal Recount</p>	<p>READING SPINE 'The Thieves of Ostia' by Caroline Lawrence</p> <p>WRITING TO ENTERTAIN Playscript</p>	<p>READING SPINE 'Escape from Pompeii' by Christina Balit</p> <p>WRITING TO INFORM News Report – Eruption of Mount Vesuvius</p> <p>WRITING POETRY Rhyming Couplets <u>Captive</u> by Amy Ludwig VanDerwater</p>	<p>READING SPINE 'Spy Master' by Jan Burchett & Sara Vogler</p> <p>WRITING TO ENTERTAIN Story set in a historical setting</p>	<p>READING SPINE 'The Boy at the Back of the Class' by Onjali Rauf</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 CONSOLIDATION</p>		<p>NUMBER: Multiplication and Division MEASUREMENT: Area NUMBER: Fractions NUMBER: Decimals CONSOLIDATION</p>		<p>NUMBER: Decimals MEASUREMENT: Money MEASUREMENT: Time STATISTICS GEOMETRY: Properties of Shapes GEOMETRY: Position and Direction CONSOLIDATION</p>	

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>LET'S GO SCIENCE TRAIL – Plant Diversity (2)</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>LET'S GO SCIENCE TRAIL –Sound Detectives</p> <p>SCIENTIST – Garrett Morgan</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> <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>LET'S GO SCIENCE TRAIL - Residential Visit</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>DREAMS AND GOALS</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>

YEAR FOUR	ART AND DESIGN		<p>COLOUR, DRAWING</p> <p>If possible, take sketchbooks to the coast and record observations. Plan how to recreate observations in paint in the style of a chosen artist, with a focus on brushes/tools/techniques and choice of paint.</p> <p>Research famous seascapes: Katsushika Hokusai: The Wave William Turner: Off The Nore Claude Monet: Shipping by Moonlight Rembrandt: Christ in the Storm on the Lake of Galilee Pierre August Renoir: La Vague</p>		<p>FORM, PATTERN</p> <p>Research Ancient Roman mosaics.</p> <p>Research mosaic artist Giulio Menossi.</p> <p>Design and make a 3D clay sculpture inspired by Roman mosaic patterns and the work of Giulio Menossi.</p>	<p>TEXTURE</p> <p>Research the Great Barrier Reef.</p> <p>Research textile artist Jan Beany.</p> <p>Design and make (collage and sewing) a deck chair cover.</p>	
	COMPUTING	<p>DIGITAL LITERACY Online Safety</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content identify a range of ways to report concerns about content and contact</p>	<p>INFORMATION TECHNOLOGY Word processing</p> <p>Select, use and combine a variety of software on a range of digital devices to design a range of programs, systems and content that accomplish specific goals</p>	<p>INFORMATION TECHNOLOGY Animation</p> <p>Use a variety of software to design and create content that accomplish given goals Select, use and combine a variety of software including analysing, evaluating and presenting data and information</p>	<p>COMPUTER SCIENCE Programming logo</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>COMPUTER SCIENCE Scratch</p> <p>Create content that accomplish given goals. Solve problems by decomposing them into smaller parts</p> <p>Write and debug programs that accomplish specific goals</p> <p>Use sequence and selection in programs</p> <p>Use sequence and repetition in programs Work with variables</p>	<p>USING AND APPLYING</p> <p>Select, use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>

DESIGN AND TECHNOLOGY	<p>Jewel of the Nile. Make a shaduf- Structure, levers, pulleys</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>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>Ancient Rome- Roman Cloaks (Textiles) Old bedsheets- sewing simple applique and simple fastening.</p> <p>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.</p> <p>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</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p>		<p>Monarchs Make a healthy meal suitable for Royal banquet. Focus on health, diet, grating, slicing, peeling.</p> <p>Sort foods into the 5 groups using the Eat Well Plate and identify that this makes up a healthy and balanced diet. Measure ingredients to the nearest gram accurately. Follow a recipe.</p>
	GEOGRAPHY	<p>To describe and understand key aspects of physical geography including rivers oceans and water cycle.</p>	<p>To locate Europe's countries and their capitals.</p> <p>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.</p>	<p>To name and locate countries of the UK Geographical regions and their identifying human and physical characteristics.</p> <p>To use maps, atlases and globes and digital/computer</p> <p>Use 8 points of a compass, four and six-figure grid references, symbols and key.</p> <p>Orienteering Skills</p>

YEAR FOUR	HISTORY	<p>The achievements of the earliest civilizations: To know where and when. Pharaohs and Pyramids Ancient Egyptian tombs Mythology Daily life The Nile Remembrance week.</p>		<p>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)</p>		<p>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).</p>	
	MFL	<p>ALL AROUND TOWN Children will learn to develop their intercultural understanding by being introduced to the sights of some typical French cities. They will also learn to describe places in a town, count to 100 and give their address in French.</p> <p>Most children will be able to:</p> <ul style="list-style-type: none"> locate some of France's key cities; <ul style="list-style-type: none"> say in French what amenities or features are found in their own town; use multiples of ten and number operations to do simple calculations; vary sentences about asking and giving simple addresses; use a bilingual dictionary with increasing confidence to translate French-English and vice versa. 	<p>ON THE MOVE Children will learn to develop their conversational skills via some new topics: transport, direction and movement. They will learn to conjugate the high-frequency verb 'to go' and use it in context.</p> <p>Most children will be able to:</p> <ul style="list-style-type: none"> use the correct article to precede a noun according to gender; <ul style="list-style-type: none"> use 1st person, 2nd person (singular) and 3rd person of 'to go' accurately with the correct pronoun; give and respond to simple movement/direction instructions; give simple directions by substituting vocabulary as necessary; follow simple directions to find a place on a map. 	<p>GOING SHOPPING Children will learn about the shopping experience in France. Children will learn specific vocabulary of fruit, vegetables and clothes. They will learn key phrases for asking questions needed when going shopping</p> <p>Most children will be able to:</p> <ul style="list-style-type: none"> Choose the correct form when changing 'le' to 'du'; Use adjectives (colours) and place them after the noun. 	<p>WHERE IN THE WORLD Children will learn key vocabulary related to countries/continents and animals. They will learn specific vocabulary of countries of the United Kingdom, continents and animals from different continents and a country's position related to the equator. They will learn key phrases connected to the themes.</p> <p>Most children will be able to:</p> <ul style="list-style-type: none"> understand that because a continent is always feminine the preposition 'en' is always used for 'in'; <ul style="list-style-type: none"> use the correct masculine/feminine preposition. 	<p>WHAT'S THE TIME? Children will learn how to tell the time: o'clock, half past, quarter past and quarter to. They will learn how to read timetables and TV schedules and answer simple questions about these. The unit is drawn together with a final lesson which is a mathematics lesson, calculating the difference between two times.</p> <p>Most children will be able to:</p> <ul style="list-style-type: none"> say and write a sentence to tell the time (o'clock and half past). 	<p>HOLIDAYS AND HOBBIES Children will learn key vocabulary related to holidays, weather and seasons, sports and hobbies. They will learn specific vocabulary of how to say what the weather is like, temperatures, names of different sports and hobbies. They will learn key phrases connected to the themes.</p> <p>Most children will be able to:</p> <ul style="list-style-type: none"> choose the correct preposition: en for feminine countries, au for masculine countries;

MUSIC	Mamma Mia	Glockenspiel 2	Samba	Lean On Me	Blackbird	Stop
	Music and styles of the 70's and 80's. Structure of songs Learning to sing, play, improvise and compose with the song Mamma Mia Listen and appraise more ABBA hits.	Learning basic instrumental skills by playing tunes in varying styles. Using scores and notation Christmas Priory concert	Peripatetic class lessons through Soundstorm	Listening to Gospel Music The interrelated dimensions of music are explored through the song	Learning about The Beatles The interrelated dimensions of music are explored through the song	All the learning is focused around one song: Stop! - a rap/song about bullying. The interrelated dimensions of music are explored through this song.
	Swimming 2 Rivers Meet		Dance Space	Problem Solving	Tennis	Athletics
PE	Dodgeball	Handball	Tag Rugby	Football	Bridges	Orienteering
	To introduce pupils to when, where and why we would jump or duck to avoid the ball during a game.	To see how effectively pupils can apply their passing and moving skills to keep possession, developing this concept into mini game situations.	To develop passing and moving to create space to beat an opponent and score a try.	To refine dribbling in order to keep control and possession of the ball. To apply prior learning of how to dribble the ball keeping possession to beat an opponent.	To explore movements and balances creating bridges.	To introduce the concept of a map or a plan and to be able to use a key correctly to help us navigate.
RE	THEME: Buddha's teachings KEY QUESTION: Is it possible for everyone to be happy? RELIGIONS: Buddhism	THEME: Christmas CONCEPT: Incarnation KEY QUESTION: What is the most significant part of the nativity story for Christians today? RELIGIONS: Christianity	THEME: The 8-fold path KEY QUESTION: Can the Buddha's teachings make the world a better place? RELIGIONS: Buddhism	THEME: Easter CONCEPT: Salvation KEY QUESTION: Is forgiveness always possible for Christians? RELIGIONS: Christianity	THEME: The 8-foldpath KEY QUESTION: What is the best way for a Buddhist to lead a good life? RELIGIONS: Buddhism	THEME: Prayer and Worship KEY QUESTION: Do people need to go to church to show they are Christians? RELIGIONS: Christianity