YEAR 4	AUTUMN		SPRING		SUMMER	
	Autumn i	Autumn ii	Spring i	Spring ii	Summer i	Summer ii
THEME	Groovy Greeks	Exploring Europe	Beeston-bound	Indian Adventure	Roman Chester	Roman Exploration
KEY EXPERIENCES	Visit to St Mary's Church – Carol service.		Beeston residential		Visit to Chester	
LITERACY	• Playscripts • Poetry - Exploring form • Information texts		• Stories set in imaginary worlds • Explanation texts • Creating Images • Stories from other cultures		• Stories set in historical settings • Recounts • Issues and Dilemmas	
MATHS	• Number – Place Value • Number – Addition and Subtraction • Measurement – Length and Perimeter • Number – Multiplication and Division • Consolidation		• Number – Multiplication and Division • Measurement – Area • Fractions • Decimals • Consolidation		• Decimals • Measurement – Money • Time • Statistics • Geometry – Properties of Shape • Geometry – Position and Direction • Consolidation	
SCIENCE	Animals including humans. describe the simple functions of the basic parts of the digestive system in humans ☐ 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. States of matter. compare and group materials 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 (°C) ☐ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.		Sound. ☐ 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 get fainter as the distance from the sound source increases. Electricity ☐ identify common appliances 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 ☐ recognise that a switch opens and closes 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.		Living things and their habitats. ☐ recognise that living things can be grouped in a variety of ways ☐ explore and use classification 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 this can sometimes pose dangers to living things.	

	Balance of British/European History/ World History and a Local Study			
HISTORY	Ancient Greece. • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity. • Place events, artefacts & historical figures on a time line using dates. • Suggest causes and consequences of some of the main events and changes in history. • Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.			• Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Give a broad overview of life in Britain from ancient until medieval times. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.
GEOGRAPHY	Investigate Places (Exploring Europe) • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circles and date and time zones. • Name and locate the countries of Europe and identify their main physical and human characteristics. • Use maps atlases, globes and digital/computer mapping to locate countries and describe features. • Describe some of the characteristics of these areas. • Describe geographical similarities and differences between countries.	Investigate Places (Beeston) • Use fieldwork to observe and record the human and physical features using a range of methods including sketch maps, plans and maps and digital technologies. • Use a range of resources to identify the key physical and human features of a location. Communicate geographically (Beeston) • Describe key aspects of physical geography and human geography including settlements and land use. • Use the 8 points of a compass, four figure grid references, symbols and keys to communicate knowledge and the wider world. A Contrasting Locality (India) Investigate Places • Use maps atlases, globes and digital/computer mapping to locate countries and describe features. • Describe geographical similarities and differences between countries.		
RE	Christianity (Descriptions of God, The creation, Prayers) and then: (The parables Jesus told. Christmas – different perspectives and stories from other cultures.) • Refer to religious figures and holy books to explain answers. • Identify religious symbolism in literature and the arts. • Explain some of the religious practices of both clerics and individuals. • Ask questions that have no universally agreed answers. • Discuss and give opinions on stories involving moral dilemmas.	Sikhism • Present the key teachings and beliefs of a religion. • Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used. • Explain how beliefs about right and wrong affect people's behaviour.	Christianity (Art of Easter) • Explain some of the religious practices of both clerics and individuals. • Show an understanding that personal experiences and feelings influence attitudes and actions. • Discuss and give opinions on stories involving moral dilemmas.	Islam (Celebrations, festivals and special events: family life; the Qur'an.) • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers. • Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used.

COMPUTING	Programming 1 - CORE My Scratch Games - 5 sessions Programming 3 – CHOICE Knowing My Times Tables with Kodu - 4 sessions	TIOL 1 - CORE Check My Facts - 2 sessions TIOL 2 – CORE Where is My Information – 2 sessions	Multimedia 1 – CORE My Comic Book - 5 sessions (choose from Comic Life or PowerPoint units) Multimedia 3 – CHOICE My Mystery iMovie - 3 sessions	Handling Data 1 – CORE Investigating My Sounds - 3 sessions	TIOL 3 - CHOICE Blog My Technology - 3 sessions	Handling Data 2 – CHOICE My Favourite Games - 2 sessions
ART AND DESIGN	Sculpture (Greek Clay Coilpots) • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Use clay and other mouldable materials. • Add materials to provide interesting detail. Collage (Gaudi) • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage.		• Jimini Roy – A study of a famous Indian artist including painting in his style using a restricted colour palette. Drawing and painting • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Use watercolour paint to produce washes for backgrounds then add detail. • Use different hardnesses of pencils to show line, tone and texture. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture.		NOT THIS TERM	
DESIGN TECHNOLOGY	Inspiration from History • Identify some of the great designers in all of the areas of study to generate ideas for designs. • Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work. Cooking • Prepare and cook a variety of savoury dishes using a range of techniques. (Greek food) •		Understand and Use Electrical Systems in pupil designed products (electric buzzer game) • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs. • Create series and parallel circuits • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Select appropriate joining techniques.		Textiles (Roman pouch/ purse) • Understand the need for a seam allowance. • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles.	
MUSIC	1. Sing from memory with accurate pitch. 2. Sing in tune. 3. Maintain a simple part within a group. 4. Pronounce words within a song clearly. 5. Show control of voice. 6. Play notes on an instrument with care so that they are clear. 7. Perform with control and awareness of others.		8. Compose and perform melodic songs. 9. Use sound to create abstract effects. 10. Create repeated patterns with a range of instruments. 11. Create accompaniments for tunes. 12. Use drones as accompaniments. 13. Choose, order, combine and control sounds to create an effect. 14. Use digital technologies to compose pieces of music. 15. Devise non-standard symbols to indicate when to play and rest.		16. Recognise the notes EGBDF and FACE on the musical stave. 17. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 18. Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. 19. Evaluate music using musical vocabulary to identify areas of likes and dislikes. 20. Understand layers of sounds and discuss their effect on mood and feelings.	
PHYSICAL EDUCATION	P.E (Ms McCormick):	P.E (Ms McCormick):	P.E (Ms McCormick): Swimming	P.E (Ms McCormick):	P.E (Ms McCormick):	P.E (Ms McCormick):
	Games: Football/netball	Games: Invasion games.	Games: Tennis skills	Games: Cricket skills	Games:	Games: Sports day preparation

MFL	Wakefield Scheme Second half of Year 4 • Express personal experiences and responses. • Describe with some interesting details some aspects of countries or communities where the language is spoken.		Wakefield Scheme Second half of Year 4 • Demonstrate a growing vocabulary.		Wakefield Scheme Second half of Year 4 • Read and understand the main points in short written texts. • Read short texts independently
PSHCE	**New Beginnings** • Join clubs or groups. • Try new things when encouraged • Search for methods to help with concentration. • Ask some questions in order to develop ideas. • Show enjoyment in trying out some ideas. • Find alternative ways if the first attempt does not work.	**Getting On and Falling Out:** • Begin to encourage others to work hard • 'Tune out' some distractions. • Begin to take encouragement and advice from others. • Share with others a number of positive features of own efforts.	**Going for Goals:** • Enjoy new experiences • Enjoy working hard in a range of activities. • Reflect on how effort leads to success. • Focus on activities. • Keep trying after a first attempt. • Attempt to make improvements.	**Good to be Me!** • Develop areas of deep interest. Begin to enjoy having new ideas. Identify a few areas for improvement. • Bounce back after a disappointment or failure. • Show the ability to stick at an activity (or a club or interest). • See oneself as lucky.	**Say NO to Bullying** • Show some enthusiasm for the ideas of others. • Listen to others, showing attention. Think of the effect of behaviour on others before acting. • Describe the points of view of others.	**Changes/Moving On** • Talk about new experiences with others. • Begin to understand why some activities feel uncomfortable. Show a willingness to overcome fears. • Push past fears and reflect upon the emotions felt afterwards.