

 <b>YEAR 4</b>	AUTUMN		SPRING		SUMMER	
	Autumn i	Autumn ii	Spring i	Spring ii	Summer i	Summer ii
<b>THEME</b>	Groovy Greeks	Exploring Europe	Beeston-bound	Indian Adventure	Roman Chester	Roman Exploration
<b>KEY EXPERIENCES</b>	Visit to St Mary's Church – Carol service.		Beeston residential		Visit to Chester	
<b>LITERACY</b>	<ul style="list-style-type: none"> <li>Playscripts</li> <li>Poetry - Exploring form</li> <li>Information texts</li> </ul>		<ul style="list-style-type: none"> <li>Stories set in imaginary worlds</li> <li>Explanation texts</li> <li>Creating Images</li> <li>Stories from other cultures</li> </ul>		<ul style="list-style-type: none"> <li>Stories set in historical settings</li> <li>Recounts</li> <li>Issues and Dilemmas</li> </ul>	
<b>MATHS</b>	<ul style="list-style-type: none"> <li>Number – Place Value</li> <li>Number – Addition and Subtraction</li> <li>Measurement – Length and Perimeter</li> <li>Number – Multiplication and Division</li> <li>Consolidation</li> </ul>		<ul style="list-style-type: none"> <li>Number – Multiplication and Division</li> <li>Measurement – Area</li> <li>Fractions</li> <li>Decimals</li> <li>Consolidation</li> </ul>		<ul style="list-style-type: none"> <li>Decimals</li> <li>Measurement – Money</li> <li>Time</li> <li>Statistics</li> <li>Geometry – Properties of Shape</li> <li>Geometry – Position and Direction</li> <li>Consolidation</li> </ul>	
<b>SCIENCE</b>	<p><u>Animals including humans.</u> describe the simple functions of the basic parts 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><u>States of matter.</u> compare and group materials together, according to whether they are solids, liquids or gases</p> <ul style="list-style-type: none"> <li>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)</li> <li>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>		<p><u>Sound.</u></p> <ul style="list-style-type: none"> <li>identify how sounds are made, associating some of them with something vibrating</li> <li>recognise that vibrations from sounds 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><u>Electricity</u></p> <ul style="list-style-type: none"> <li>identify common appliances that run on electricity</li> <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 lights in a simple series circuit</li> <li>recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>		<p><u>Living things and their habitats.</u></p> <ul style="list-style-type: none"> <li>recognise that living things can be grouped in a variety of ways</li> <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>	

Balance of British/European History/ World History and a Local Study				
<b>HISTORY</b>	<p><u>Ancient Greece.</u></p> <ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past.</li> <li>Suggest suitable sources of evidence for historical enquiries.</li> <li>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>Compare some of the times studied with those of other areas of interest around the world.</li> <li>Describe the social, ethnic, cultural or religious diversity.</li> <li>Place events, artefacts &amp; historical figures on a time line using dates.</li> <li>Suggest causes and consequences of some of the main events and changes in history.</li> <li>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</li> </ul>		<ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past.</li> <li>Suggest suitable sources of evidence for historical enquiries.</li> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>Give a broad overview of life in Britain from ancient until medieval times.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>Place events, artefacts and historical figures on a time line using dates.</li> <li>Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	
	<p>Investigate Places (Exploring Europe)</p> <ul style="list-style-type: none"> <li>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circles and date and time zones.</li> <li>Name and locate the countries of Europe and identify their main physical and human characteristics.</li> <li>Use maps atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>Describe some of the characteristics of these areas.</li> <li>Describe geographical similarities and differences between countries.</li> </ul>	<p>Investigate Places (Beeston)</p> <ul style="list-style-type: none"> <li>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.</li> <li>Use a range of resources to identify the key physical and human features of a location.</li> </ul> <p>Communicate geographically (Beeston)</p> <ul style="list-style-type: none"> <li>Describe key aspects of physical geography and human geography including settlements and land use.</li> <li>Use the 8 points of a compass, four figure grid references, symbols and keys to communicate knowledge and the wider world.</li> </ul> <p><u>A Contrasting Locality (India)</u></p> <p>Investigate Places</p> <ul style="list-style-type: none"> <li>Use maps atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>Describe geographical similarities and differences between countries.</li> </ul>		
<b>RE</b>	<p><u>Christianity</u> (Descriptions of God, The creation, Prayers) and then: (The parables Jesus told. Christmas – different perspectives and stories from other cultures.)</p> <ul style="list-style-type: none"> <li>Refer to religious figures and holy books to explain answers.</li> <li>Identify religious symbolism in literature and the arts.</li> <li>Explain some of the religious practices of both clerics and individuals.</li> <li>Ask questions that have no universally agreed answers.</li> <li>Discuss and give opinions on stories involving moral dilemmas.</li> </ul>	<p><u>Sikhism</u></p> <ul style="list-style-type: none"> <li>Present the key teachings and beliefs of a religion.</li> <li>Identify religious artefacts and explain how and why they are used.</li> <li>Describe religious buildings and explain how they are used.</li> <li>Explain how beliefs about right and wrong affect people's behaviour.</li> </ul>	<p><u>Christianity</u> (Art of Easter)</p> <ul style="list-style-type: none"> <li>Explain some of the religious practices of both clerics and individuals.</li> <li>Show an understanding that personal experiences and feelings influence attitudes and actions.</li> <li>Discuss and give opinions on stories involving moral dilemmas.</li> </ul>	<p><u>Islam</u> (Celebrations, festivals and special events: family life; the Qur'an.)</p> <ul style="list-style-type: none"> <li>Present the key teachings and beliefs of a religion.</li> <li>Refer to religious figures and holy books to explain answers.</li> <li>Identify religious artefacts and explain how and why they are used.</li> <li>Describe religious buildings and explain how they are used.</li> </ul>

<h2 style="text-align: center;">COMPUTING</h2>	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
<h2 style="text-align: center;">ART AND DESIGN</h2>	<p><u>Sculpture</u> (Greek Clay Coilpots)</p> <ul style="list-style-type: none"> <li>• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>• Use clay and other mouldable materials.</li> <li>• Add materials to provide interesting detail.</li> </ul> <p><u>Collage</u> (Gaudi)</p> <ul style="list-style-type: none"> <li>• Select and arrange materials for a striking effect.</li> <li>• Ensure work is precise.</li> <li>• Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul>		<ul style="list-style-type: none"> <li>• Jimini Roy – A study of a famous Indian artist including painting in his style using a restricted colour palette.</li> </ul> <p><u>Drawing and painting</u></p> <ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>• Use different hardnesses of pencils to show line, tone and texture.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>• Use shading to show light and shadow.</li> <li>• Use hatching and cross hatching to show tone and texture.</li> </ul>		NOT THIS TERM	
<h2 style="text-align: center;">DESIGN TECHNOLOGY</h2>	<p><u>Inspiration from History</u></p> <ul style="list-style-type: none"> <li>• Identify some of the great designers in all of the areas of study to generate ideas for designs.</li> <li>• Improve upon existing designs, giving reasons for choices.</li> <li>• Disassemble products to understand how they work.</li> </ul> <p><u>Cooking</u></p> <ul style="list-style-type: none"> <li>• Prepare and cook a variety of savoury dishes using a range of techniques. (Greek food)</li> </ul>		<p><u>Understand and Use Electrical Systems in pupil designed products (electric buzzer game)</u></p> <ul style="list-style-type: none"> <li>• Design with purpose by identifying opportunities to design.</li> <li>• Make products by working efficiently (such as by carefully selecting materials).</li> <li>• Refine work and techniques as work progresses, continually evaluating the product design.</li> <li>• Use software to design and represent product designs.</li> <li>• Create series and parallel circuits</li> <li>• Cut materials accurately and safely by selecting appropriate tools.</li> <li>• Measure and mark out to the nearest millimetre.</li> <li>• Select appropriate joining techniques.</li> </ul>		<p><u>Textiles (Roman pouch/ purse)</u></p> <ul style="list-style-type: none"> <li>• Understand the need for a seam allowance.</li> <li>• Join textiles with appropriate stitching.</li> <li>• Select the most appropriate techniques to decorate textiles.</li> </ul>	
<h2 style="text-align: center;">MUSIC</h2>	<ol style="list-style-type: none"> <li>1. Sing from memory with accurate pitch.</li> <li>2. Sing in tune.</li> <li>3. Maintain a simple part within a group.</li> <li>4. Pronounce words within a song clearly.</li> <li>5. Show control of voice.</li> <li>6. Play notes on an instrument with care so that they are clear.</li> <li>7. Perform with control and awareness of others.</li> </ol>		<ol style="list-style-type: none"> <li>8. Compose and perform melodic songs.</li> <li>9. Use sound to create abstract effects.</li> <li>10. Create repeated patterns with a range of instruments.</li> <li>11. Create accompaniments for tunes.</li> <li>12. Use drones as accompaniments.</li> <li>13. Choose, order, combine and control sounds to create an effect.</li> <li>14. Use digital technologies to compose pieces of music.</li> <li>15. Devise non-standard symbols to indicate when to play and rest.</li> </ol>		<ol style="list-style-type: none"> <li>16. Recognise the notes EGBDF and FACE on the musical stave.</li> <li>17. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> <li>18. Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> <li>19. Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> <li>20. Understand layers of sounds and discuss their effect on mood and feelings.</li> </ol>	
<h2 style="text-align: center;">PHYSICAL EDUCATION</h2>	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

<p style="text-align: center;"><b>MFL</b></p>	<p>Wakefield Scheme Second half of Year 4</p> <ul style="list-style-type: none"> <li>Express personal experiences and responses.</li> <li>Describe with some interesting details some aspects of countries or communities where the language is spoken.</li> </ul>		<p>Wakefield Scheme Second half of Year 4</p> <ul style="list-style-type: none"> <li>Demonstrate a growing vocabulary.</li> </ul>	<p>Wakefield Scheme Second half of Year 4</p> <ul style="list-style-type: none"> <li>Read and understand the main points in short written texts.</li> <li>Read short texts independently</li> </ul>		
	<p style="text-align: center;"><b>PSHCE</b></p>	<p><b><u>New Beginnings</u></b></p> <ul style="list-style-type: none"> <li>Join clubs or groups.</li> <li>Try new things when encouraged</li> <li>Search for methods to help with concentration.</li> <li>Ask some questions in order to develop ideas.</li> <li>Show enjoyment in trying out some ideas.</li> <li>Find alternative ways if the first attempt does not work.</li> </ul>	<p><b><u>Getting On and Falling Out:</u></b></p> <ul style="list-style-type: none"> <li>Begin to encourage others to work hard</li> <li>'Tune out' some distractions.</li> <li>Begin to take encouragement and advice from others.</li> <li>Share with others a number of positive features of own efforts.</li> </ul>	<p><b><u>Going for Goals:</u></b></p> <ul style="list-style-type: none"> <li>Enjoy new experiences</li> <li>Enjoy working hard in a range of activities.</li> <li>Reflect on how effort leads to success.</li> <li>Focus on activities.</li> <li>Keep trying after a first attempt.</li> <li>Attempt to make improvements.</li> </ul>	<p><b><u>Good to be Me!</u></b></p> <ul style="list-style-type: none"> <li>Develop areas of deep interest. Begin to enjoy having new ideas. Identify a few areas for improvement.</li> <li>Bounce back after a disappointment or failure.</li> <li>Show the ability to stick at an activity (or a club or interest).</li> <li>See oneself as lucky.</li> </ul>	<p><b><u>Say NO to Bullying</u></b></p> <ul style="list-style-type: none"> <li>Show some enthusiasm for the ideas of others.</li> <li>Listen to others, showing attention. Think of the effect of behaviour on others before acting.</li> <li>Describe the points of view of others.</li> </ul>