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| SUBJECT | **Year 4 2019 - 2020** | | | | | | | | | |
| Autumn | | | | Spring | | | Summer | | |
| TOPIC | **The Great Greeks (Ancient Greeks)** | | | | **The Stone - age** | | | **Fenland Life** | | |
| English | Traditional Tales – myths and quests  Explanation texts  Narrative Poetry | Writing and performing a play  Discussion texts | | | A story with a historical setting  Stig of the dump | Narrative poetry  A story/stories with a theme | | Story settings  Information texts | | Poetry    Persuasion |
| Science | **Teeth and digestion**  This unit focuses on the digestive system in humans and animals and the functions of teeth. Children will learn more about herbivores, carnivores and omnivores in the context of teeth, digestion and the food chain. In addition, they will extend their understanding of food chains to more complex chains and food webs.    **Living Things and their Habitats**  In this unit children explore a variety of ways to identify, sort, group and classify living things. They learn how animals are split into ‘vertebrates’ and ‘invertebrates’ and begin to consider the differences between living things within these classifications. They use and create classification keys to group, identify and name living things from the local habitat and beyond. This unit also introduces children to the idea that environments are subject to man-made and natural changes, and that these changes can have a significant impact on living things. | | | | **Electricity**  This unit covers what electricity is and how it was discovered. Children will identify which appliances use electricity in their homes and how to keep themselves safe. They will construct circuits, start to create pictorial circuits and conduct an investigation into switches.  **Sound**  This ‘Sound’ unit will cover how vibrations cause sounds and how sounds travel, as well as how sounds can change pitch and loudness. They will work in groups to create a human model of the way particles pass sound vibrations on, and use their understanding of how high and low sounds are made to create their own set of pan pipes. They will have the opportunity to make a string telephone, investigate the best material for soundproofing, and design and create their own musical instrument. | | | **States of matter**  This unit teaches about the differences between solids, liquids and gases, classifying objects and identifying their properties. The children will investigate the weight of a gas and to find the ideal temperature to melt chocolate. They will explore in-depth how water changes state, exploring melting, freezing, condensing as well as a particular focus on evaporation. Finally, they will learn about the stages of the water cycle, creating mini water worlds and an interactive water wheel to represent the different stages. | | |
| DT | **Let’s Go Fly a Kite**  This unit gives children opportunities to develop their understanding of frame structures and how they can be strengthened and stiffened. Children will discover information about a key event involving a kite that helped shape the world. Children will gain knowledge and understanding about the parts and shapes of kites. This will help them when designing and making their own kites. Finally, children will test and evaluate their kites against design criteria they have created. | | | | **Mechanical Posters**  This ‘Mechanical Posters’ unit gives children opportunities to develop their understanding of mechanical systems. They will follow instructions on how to make different types of lever and linkage mechanisms. They sketch a design based on their ideas, make a prototype, and then create their ‘Lever and Linkage Finally, children will evaluate their finished product. | | | **Edible Garden (link to Fenland life)**  This unit provides an opportunity for children to learn where and how a variety of ingredients are grown. Firstly, children will learn how to plant seeds and care for their plants so they produce food and herbs which can be used in their cooking. They will learn how to cook with the ingredients they are growing; following recipes and using different kitchen equipment. | | |
| Art and Design | **Autumn**  In this unit children will record observations in sketch books and use them to visit and review ideas.  They will improve the mastery of art and design techniques in the context of pastel coloured pencil drawing, printing and collage. Also the children will learn about great artists in history. | | | | **3D**  In this unit children will cast forms using brown, gummed tape and investigate different designs of shoes and match these to purpose.  They will also collect information to help with ideas and compare ideas and say what they think and feel about work, refining designs.  Children will learn to select and use appropriate materials and processes and to discuss and adapt work according to views. They will experiment with clay coils to make a 3D form referencing work from other times, styles and cultures. | | | **European Art - Greek**  In this art unit children will learn about the great artists of history and improve the mastery of art and design techniques in the context of drawing buildings, using 2D shapes, and modelling.  Children will record observations in sketch books and use them to visit and review ideas. | | |
| Year 4 sketchbooks | Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? Can they produce a montage all about themselves? Do they use their sketch books to adapt and improve their original ideas? Do they keep notes about the purpose of their work in their sketch books? | | | | | | | | | |
| ICT | **4.1 Developing a simple educational game**  The pupils start by playing and analysing educational computer games,  They then plan and design a game, | | **4.2 We are toy designers Prototyping an imaginary interactive toy**  Children work together to design a simple toy that incorporates sensors and outputs and then create an on-screen prototype of their toy in Scratch. | | **4.3 We are musicians Producing digital music**  In this unit, the children produce music suitable for any purpose they choose. | **4.4 We are HTML editors Editing and writing HTML**  They learn to edit and write HTML, and then use this knowledge to create a web page. | | |  | | --- | | **4.5 We are co-authors Producing a wiki**  In this unit, the pupils collaborate to create a ‘mini Wikipedia’. | | | **4.6 We are meteorologists Presenting the weather**  This unit brings together data measurement, analysis and presentation, as the children take on the role of meteorologists and weather presenters. |
| Humanities | **History Focus**  The children will be part of an in *depth study linked to their locality – the history of the Fens.*  **Geography Focus:**  In Geography this term, children will use maps, atlases, globes and digital/computer mapping to locate areas/countries and describe features studied.  They will use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. They will also use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies | | | | **History focus** – In History this term the children will learn to explain how events from the past (The Stone -age) have helped shape our lives and cconsider how life in the stone- age compares with life today. They will develop a chronologically secure knowledge of The Stone -Age  and understand that our knowledge of the past comes from a range of sources.  **Geography focus**  In Geography children will describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of the needs of early settlers.  They will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of the origins of settlements.   |  | | --- | |  | | | | **History focus:** In History lessons children will learn to understand significant aspects of history: nature of ancient civilisations, expansion and dissolution empires.  They will become confident in asking questions about change, cause, similarity and difference as well as understanding that our knowledge of the past is constructed from a range of sources.  Also they will be able to note connections, contrasts and trends over time and understand the methods of historical enquiry; how evidence is used to make historical claims.  **Geography focus:**  Children will learn to identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere.  They will identify the position and significance of latitude and longitude and the position and significance of the Prime/ Greenwich Meridian and the position and significance of time zones (including day and night) as well as the Arctic and the Antarctic Circle .  Children will locate the position and significance of the Tropics of Cancer and Capricorn by comparing the climate of the tropics with that of the UK. | | |
| Music | **Performing** –Rhythm, pattern, pitch  **Composing** –standard notation, recording, interpreting **Appraising** –describe and identify character, purpose and style of music | | | | | | | | | |
| Exploring performance – Young Voices  Exploring composition | | | Exploring sounds  Exploring structure | Exploring beat  Exploring pitch | | Exploring structure  Exploring pitch | Exploring composition  Exploring beat | Exploring notation  Exploring performance | |
| PE | Swimming  Gymnastics | | | Netball (LS)  Dance | Gymnastics  Games - Hockey | | Tennis games (LS)  Dance | Netball  Swimming | Swimming  Athletics (LS) | |
| RE | **Gospel 2a.4**  What kind of world did Jesus want? | | | | **Incarnation 2a.3**  What is the Trinity? | | **Salvation 2a.5**  Why do Christians call the day Jesus died ‘Good Friday?’  Digging deeper activities | **Judaism**  What is important about being part of God’s family?  Worship- what do Jews believe? | | |
| PSHCE | Myself and My Relationships 10  My Emotions (GTBM)  Citizenship 8  Rights, Rules and Responsibilities (NB) | | | Citizenship 6  Working Together (GFG) | Economic Wellbeing 2  Financial Capability | | Healthy and Safer Lifestyles 16  Personal Safety | Myself and My Relationships 13  Managing Change (R,C)  Healthy and Safer Lifestyles 15  Drug Education | Healthy and Safer Lifestyles 13  Sex and Relationships Education (3) | |
| French | Greetings  Culture  Instructions  Animals  Numbers  Plurals  connectives | | | Gender  Story telling  Describe myself  Story reading  Christmas | Colours  Opinions  Adjectival word order  Word order and opinions  Stories | | Numbers  Age  Definite and indefinite articles  Easter | Useful phrases  Connectives  Stories  Aussi  Numbers 1-15 | Days of the week  Revision  Assessments  performance | |