|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SUBJECT | **Year 4 2017 - 2018** | | | | | | | | | |
| Autumn | | | Spring | | | | Summer | | |
| TOPIC | **Who do you think you are?** | | | **Life as we know it** | | | | **The Great Greeks (Ancient Greeks)** | | |
| English | Story settings  Persuasion | | Explanation texts  Poetry | A story/stories with a theme | | | My Poetry – structure  Discussion | Traditional Tales – myths and quests  Free-verse Poetry | | Poetry appreciation  Writing and performing a play |
| Science | States of matter | | | Living Things and their Habitats  Animals, including humans  Sound | | | | Electricity | | |
| DT | **Stiff and flexible sheet materials**  Can they measure carefully so as to make sure they have not made mistakes?  How have they attempted to make their product strong? **Mouldable materials**  Do they take time to consider how they could have made their idea better? Do they work at their product even though their original idea might not have worked? | | | **Cooking and nutrition**  Do they know what to do to be hygienic and safe?  Have they thought what they can do to present their product in an interesting way? | | | | **Electrical and mechanical components**  Can they add things to their circuits?  How have they altered their product after checking it?  Are they confident about trying out new and different ideas?  **Textiles**  Do they think what the user would want when choosing textiles?  Have they thought about how to make their product strong?  Can they devise a template?  Can they explain how to join things in a different way? | | |
| Art and Design | **Drawing**  Can they begin to show facial expressions and body language in their sketches? Can they identify and draw simple objects, and use marks and lines to produce texture? Can they organise line, tone, shape and colour to represent figures and forms in movement? Can they show reflections?  **Painting**  Can they create all the colours they need?  Can they create mood in their paintings?  Do they successfully use shading to create mood and feeling? | | | **ICT**  Can they present a collection of their work on a slide show?  Can they create a piece of art work which includes the integration of digital images they have taken?  Can they combine graphics and text based on their research?  Pic Collage | | | | **Printing**  Can they print using at least four colours?  Can they create an accurate print design?  Can they print onto different materials? | | |
| 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 | Geography Focus: Name the areas of origin of the main ethnic groups in the UK & in their school?  We will compare and contrast natural hazards around the world. We will compare and contrast the physical features and the implications it has on the environment and human life.  History focus local history study – fenland life.  Britain from Stone age to Iron Age  Explain how events from the past have helped shape our lives. Research what it was like for a child in a given period from the past. | | | Science focus: Identify and name the basic parts of the human digestive system.  Describe the function of the organs of the human digestive system. Identify the simple function of different types of human teeth. Compare the teeth of herbivores and carnivores. Explain what a simple food chain shows.  Use a classification key to group a variety of living things. Compare the classification of common plants and animals to living things found in other places (under the sea, prehistoric) | | | | History focus: Place periods of history on a timeline showing periods of time.  Recognise that the lives of wealthy people were very different from those of poor people.  Understand how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.  Research two versions of an event and say how they differ.  Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.  Geography focus: Accurately measure and collect information. Find different views about an environmental issue. Locate the Tropic of Cancer and the Tropic of Capricorn. Do they know the countries that make up the European Union? Name up to six cities in the UK and locate them on a map. Locate and name some of main islands that surround the UK? | | |
| Music | **Performing** –Rhythm, pattern, pitch  **Composing** –standard notation, recording, interpreting **Appraising** –describe and identify character, purpose and style of music | | | | | | | | | |
| Exploring performance Exploring composition | | Exploring sounds  Exploring structure | Exploring beat  Exploring pitch | | Exploring structure  Exploring pitch | | Exploring composition  Exploring beat | Exploring notation  Exploring performance | |
| PE | Swimming/ Games Ball Handling Skills  Gymnastics | | Bench ball  Gymnastics | Dance  Hockey | | Tennis  OAA/Speed Stacking | | Netball  Athletics/Swimming | Swimming  Striking and Fielding - Rounders | |
| 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 | |