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| SUBJECT | **Year 4 2020 - 2021** | | | | | | | | | |
| Autumn | | | | Spring | | | Summer | | |
| TOPIC | **The Great Greeks** | | | | **The Stone Age** | | | **Fenland Life** | | |
| Visits and visitors | Ancient Greek Day (History) – possible visitor | | | | Woodland activities (History/English)  Author visit (English) | | | Denny Abbey (History)  Bikeability (PE)  Science Ambassador – Mundipharma (Science) | | |
| English | Traditional Tales -Greek myths  Explanation texts - The Digestion Journey  Discussion texts – the Elgin Marbles | Playscript writing – Horrible Histories  Poetry - Haikus  Letter writing – endangered animals | | | A story with a historical setting – inspired by Stig of the Dump  Non-Chronological reports (sound) | Narrative Poetry (Stone Age; The Quarry)  Recount – Stone Age diaries and Newspaper report | | Poetry – food/farming  Story settings – Fens  Information texts | | Persuasion – linked to Fenland Life  Instruction writing (recipes in DT) |
| 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 electricity in the home, as the children will identify appliances that use electricity 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 sound can travel, as well as how sounds can change pitch and loudness. They will use their understanding of how high and low sounds are made to create their own set of panpipes. 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 will then design and create a multiplication poster based on the requirements of a specific Year 3 child, which will incorporate two of these mechanisms. | | | **Edible Garden (link to Fenland life)**  This unit provides an opportunity for children to learn where and how a variety of ingredients is 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 | **Inspired by Ancient Greece**  In this unit children will record observations in sketchbooks 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. Our final pieces will include a piece of pottery, Ancient Greek ‘Scratch Art’, Mosaic from glass and prints based on Greek geometric designs. | | | | **Stone Age**  Children will improve the mastery of art and design techniques in the context of painting and 3D form. They will learn how to mix different colours to achieve desired variation and create paints from natural dyes. In 3D work, children will create Stone Age jewellery and carve from soap. | | | **Fenland landscapes**  In this art unit, children will learn about the great artists of history and local artists and improve the mastery of art and design techniques in the context of landscape drawing. They will use different media to achieve variations in line, texture, tone, colour, shape and pattern including pencil, wax crayons and rubbers. Children will record observations in sketchbooks 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? Do they use their sketchbooks to adapt and improve their original ideas? Do they keep notes about the purpose of their work in their sketchbooks? | | | | | | | | | |
| ICT | **Developing a simple educational game**  The pupils start by playing and analysing educational computer games,  They then plan and design a game, | | **We are musicians Producing digital music**  In this unit, the children produce music suitable for any purpose they choose. | | **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. | **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.    Needs to be updated. | | **We are co-authors Producing a wiki**  In this unit, the pupils collaborate to create a ‘mini Wikipedia’. | | **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:** 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. In addition, 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:**  In Geography this term, children will use maps, atlases, globes and digital/computer mapping to locate areas/countries and describe features studied. | | | | **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 consider 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.  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**  The children will be part of an in *depth study linked to their locality – the history of the Fens.*  **Geography focus:**  Children will learn to identify the position and significance of the Equator, Northern Hemisphere, and 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  Exploring composition | | | Exploring sounds  Exploring structure | Exploring beat  Exploring pitch | | Exploring structure  Exploring pitch | Exploring composition  Exploring beat | Exploring notation  Exploring performance | |
| PE | Athletics  Dance | | | Netball  Gymnastics | Games - Hockey  Gymnastics | | OAA  Dance | Tennis  Swimming | Athletics  Swimming | |
| RE | **Islam**  **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?’ | **Judaism**  What is important about being part of God’s family?  Worship- what do Jews believe? | | |
| PSHE | 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 | |