

SUBJECT	Year 4 2017 - 2018					
	Autumn		Spring		Summer	
TOPIC	What's so Great about Britain?		Life as we know it		The Ancient Greeks	
English	Story settings  Persuasion	Explanation texts -The Water Cycle  Poetry - performing	A story/stories with a theme -story appreciation and writing their own stories	My Poetry - structure  Discussion -Current issues	Traditional Tales - myths and quests  Free-verse Poetry	Poetry appreciation  Writing and performing a play - Write and perform a Greek play
Science	States of matter Sound		Living Things and their Habitats Animals, including humans		Electricity	
DT	<b>Textiles</b> 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?  - Make something to sell at the Christmas Fair (enterprise link)		<b>Stiff and flexible sheet materials</b> Can they measure carefully so as to make sure they have not made mistakes? How have they attempted to make their product strong? <b>Mouldable materials</b> 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?  - Making shelters for the characters in their stories		<b>Electrical and mechanical components</b> 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?  - Child initiated - Can it light up? Can it make a buzz? For example, a game with questions which light up the correct answer.  <b>Cooking and nutrition</b> 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?	
Art and Design	<b>Drawing</b> 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? <b>Painting</b> 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?		<b>ICT</b> 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?  Link to art unit		<b>Printing</b> Can they print using at least four colours? Can they create an accurate print design? Can they print onto different materials?  - Greek pot printing	

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	<b>4.1 Developing a simple educational game</b> The pupils start by playing and analysing educational computer games, They then plan and design a game,	<b>4.2 We are toy designers Prototyping an imaginary interactive toy</b> 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.	<b>4.3 We are musicians Producing digital music</b> In this unit, the children produce music suitable for any purpose they choose.	<b>4.4 We are HTML editors Editing and writing HTML</b> They learn to edit and write HTML, and then use this knowledge to create a web page.	<b>4.5 We are co-authors Producing a wiki</b> In this unit, the pupils collaborate to create a 'mini Wikipedia'.	<b>4.6 We are meteorologists Presenting the weather</b> This unit brings together data measurement, analysis and presentation, as the children take on the role of meteorologists and weather presenters.
Humanities	<u>Geography focus:</u> 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? 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.  <u>History focus</u> local history study - fenland life. History - Stone Age/Iron Age (Stig of the Dump)		<u>Science focus:</u> 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)  - Living Things and their Habitats - Animals, including humans		<u>History focus:</u> Place periods of history on a timeline showing periods of time. Explain how events from the past have helped shape our lives. 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. Research what it was like for a child in a given period from the past. Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.  - The Ancient Greeks	
Music	<b>Performing</b> -Rhythm, pattern, pitch <b>Composing</b> -standard notation, recording, interpreting <b>Appraising</b> -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	Invasion Games Gymnastics	Dance Hockey	Tennis OAA/Speed Stacking	Netball Athletics/Swimming	Swimming Striking and Fielding
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