

Year 4

| | Autumn 1 Around the world in half a term | Autumn 2 Local History – Pots & Pits | Spring 1 It's a small World...or is it? | Spring 2 Great British History | Summer 1 This is Our Earth – link to Location in Spring Term | Summer 2 People from the past |
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| Science | States of Matter | Electricity | Animals Including humans – food chains | Living Things & Their Habitats | Sound | Animals Including humans – digestion |
| Computing | The internet Recognising the internet as a network of networks including the WWW, and why we should evaluate online content. | Photo editing Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled. | Data logging Recognising how and why data is collected over time, before using data loggers to carry out an investigation. | Repetition in shapes Using a text-based programming language to explore count-controlled loops when drawing shapes | Audio editing Capturing and editing audio to produce a podcast, ensuring that copyright is considered. | Repetition in games Using a block-based programming language to explore count-controlled and infinite loops when creating a game. |
| Geography | Location - Name and locate Coasts and Rivers in UK | | Location - Name and locate countries – Global inc N&S America | | H&P P - The Water Cycle | |
| History | | Life in the pits Local History (Mining) | | The Roman Empire & Impact on Britain | | Ancient Egypt |
| D&T | Mechanical Systems - Levers and linkages 4b Storybooks (complex linkages and levers) | | Electrical Systems - Simple circuits and switches (including programming and control) 4d Alarms or 4c Torches or 4e – Lighting it up | | Textiles - 2-D shape to 3-D product 4a – Money Containers (2Dè3D product) | |
| Art | Drawing Develop drawings featuring the third dimension and perspective. Developing techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone. Ongoing: Compare and review the work of different artists and designers | | Painting Use light and dark within painting and show understanding of complimentary colours. Confidently control types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Start to develop a painting from a drawing. Ongoing: Compare and review the work of different artists and designers | | Sculpture Decorate, coil, and produce marquettes (scaled model) confidently Model over an armature: newspaper frame for modroc. Gain more confidence in carving as a form of 3D art. Ongoing: Compare and review the work of different artists and designers | |
| PSHE | What strengths, skills and interests do we have? <ul style="list-style-type: none"> • Health and wellbeing • Self esteem and self worth • Personal qualities • Goal setting • Managing set backs | How do we treat each other with respect? <ul style="list-style-type: none"> • Relationships • Respect for self and others • Courteous behaviour • Safety • Human rights | How can we manage risk in different places? <ul style="list-style-type: none"> • Health and wellbeing • Keeping safe • Out and about – awareness Recognising and managing risk | How can we manage our feelings? <ul style="list-style-type: none"> • Health and wellbeing • Feelings and emotions • Expression of feelings • Behaviour • Loss and grief | How will we grow and change? <ul style="list-style-type: none"> • Health and wellbeing • Growing and changing puberty | How can our choices make a difference to others and the environment? <ul style="list-style-type: none"> • Living in the wider world • Caring for others • The environment • People and animals • Shared responsibilities • Making choices and decisions |

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| RE | 2.6d: Environment: Harvest - <u>Explore</u> religious stories and teachings about the environment and <u>identify and reflect</u> their impact on behaviour | 2.4d: Landmarks in life - <u>Investigate</u> the importance for believers of ceremonies in which special moments in the life cycle are marked | 2.6c: Commitment - <u>Engage</u> with a variety of people about their beliefs and values and <u>ask questions</u> about the way commitment affects their lives | 2.4c: Study of a chosen religion - <u>Research</u> some key events in the development of a religious tradition and <u>explain the impact</u> on believers today | 2.3d: Thinking about God - <u>Identify</u> some of the ways in which religions name and <u>describe attributes</u> of God and make links with belief and practice | 2.2b: Features and patterns of worship - <u>Identify</u> the main features and patterns of an act of worship and <u>talk about</u> the importance of worship for believers |
| PE | Gymnastics Invasion - football | Dance Ball games - netball | Invasion – tag rugby Striking & Fielding - rounders | Invasion 3 x football/3 x netball Striking & Fielding - cricket | Athletics Net - tennis | Striking & Fielding -3 x rounders/3 x cricket Net - badminton |
| Music | This Little Light of Mine <ul style="list-style-type: none"> Improvise with voices on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one). Sing in a Gospel style with expression and dynamics. Sing Part 1 of a partner song rhythmically. Play a bass part and rhythm ostinato along with <i>This little light of mine</i>. Listen and move in time to songs in a Gospel style. | Christmas Concert Performance - singing <ul style="list-style-type: none"> Children will use their voices to sing traditional and modern Christmas songs. | The Doot Doot Song <ul style="list-style-type: none"> Sing swung rhythms lightly and accurately. Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing. 'Doodle' with voices over the chords in the song. Learn a part on tuned percussion and play as part of a whole-class performance. Listen and identify similarities and differences between acoustic guitar styles. | Spain <ul style="list-style-type: none"> Play repeating rhythmic patterns. Count musically. Invent a melody. Fit two patterns together. Structure musical ideas into our own compositions. | Instrumental Unit: Recorder Monsters, Monsters <ul style="list-style-type: none"> Demonstrate a solid recorder technique, holding the recorder correctly and using tongued articulation. Learn how to play the notes B A G C D and low E on the recorder. Explore expression on the recorder by using two types of articulation (tonguing), smooth (<i>legato</i>) and short (<i>staccato</i>) sounds. Learn to play at least two sections in <i>Monsters, monsters</i> Play as part of an ensemble, in smaller and larger groups, including singing and playing. Sing <i>Monsters, monsters!</i> from memory, expressing the meaning of the words through actions and gestures. Create and explore new sounds on the recorder (extended techniques) to represent different kinds of monster characters. Using graphic notation to organise monster character sounds into a compositional structure. Listen to, appreciate, and be inspired by pieces of music featuring the recorder from medieval times to the present day. | |
| Spanish | Unit 4 Recap greetings from Year 3 (Autumn & Spring). Recap numbers 1-20 Animals and pets – bird, cat, rabbit, dog (colours, opinions) Recap describing hair and eyes etc. Members of the family – father, mother, sister, brother, parents Giving someone's name – His name is _____. Her name is _____. | | Unit 5 Recap describing hair and eyes etc. Members of the family – father, mother, sister, brother, parents Giving someone's name – His name is _____. Her name is _____. Describing someone's characteristics – He is _____. She is _____. Big, nice, shy, funny, talkative | | Unit 6 Numbers 21 to 31 Recap days of the week Months of the year Asking and saying when your birthday is. | |

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| | Describing someone's characteristics – He is _____. She is _____ Big, nice, shy, funny, talkative | | |
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