

**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
<b>Visit</b>	Llandudno/Coast	Apedale Heritage Museum		Chester – Dewa Museum		Liverpool World Museum
<b>Science</b>	States of Matter	Electricity	Animals Including humans – food chains	Living Things & Their Habitats	Sound	Animals Including humans – digestion
<b>Computing</b>	<b>The internet</b> Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.	<b>Photo editing</b> Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.	<b>Data logging</b> Recognising how and why data is collected over time, before using data loggers to carry out an investigation.	<b>Repetition in shapes</b> Using a text-based programming language to explore count-controlled loops when drawing shapes	<b>Audio editing</b> Capturing and editing audio to produce a podcast, ensuring that copyright is considered.	<b>Repetition in games</b> Using a block-based programming language to explore count-controlled and infinite loops when creating a game.
<b>Geography</b>	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	
<b>History</b>		<b>Life in the pits</b> Local History (Mining)		The Roman Empire & Impact on Britain		Ancient Egypt
<b>D&amp;T</b>	<b>Mechanical Systems</b> - Levers and linkages 4b Storybooks (complex linkages and levers)		<b>Electrical Systems</b> - Simple circuits and switches (including programming and control) 4d Alarms or 4c Torches or 4e – Lighting it up		<b>Textiles</b> - 2-D shape to 3-D product 4a – Money Containers (2D to 3D product)	
<b>Art</b>	<b>Drawing</b> 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.  <b>Ongoing:</b> Compare and review the work of different artists and designers		<b>Painting</b> 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.  <b>Ongoing:</b> Compare and review the work of different artists and designers		<b>Sculpture</b> 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.  <b>Ongoing:</b> 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"> <li>Health and wellbeing</li> <li>Self esteem and self worth</li> <li>Personal qualities</li> <li>Goal setting</li> <li>Managing set backs</li> </ul>	How do we treat each other with respect? <ul style="list-style-type: none"> <li>Relationships</li> <li>Respect for self and others</li> <li>Courteous behaviour</li> <li>Safety</li> <li>Human rights</li> </ul>	How can we manage our feelings? <ul style="list-style-type: none"> <li>Health and wellbeing</li> <li>Feelings and emotions</li> <li>Expression of feelings</li> <li>Behaviour</li> <li>Loss and grief</li> </ul>	How will we grow and change? <ul style="list-style-type: none"> <li>Health and wellbeing</li> <li>Growing and changing puberty</li> </ul>	How can our choices make a difference to others and the environment? <ul style="list-style-type: none"> <li>Living in the wider world</li> <li>Caring for others</li> <li>The environment</li> <li>People and animals</li> <li>Shared responsibilities</li> <li>Making choices and decisions</li> </ul>	How can we manage risk in different places? <ul style="list-style-type: none"> <li>Health and wellbeing</li> <li>Keeping safe</li> <li>Out and about – awareness</li> </ul> Recognising and managing risk
RE	2.6d: <b>Environment: Harvest</b> - <u>Explore</u> religious stories and teachings about the environment and <u>identify and reflect</u> their impact on behaviour	2.4d: <b>Landmarks in life</b> - <u>Investigate</u> the importance for believers of ceremonies in which special moments in the life cycle are marked	2.6c: <b>Commitment</b> - <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: <b>Study of a chosen religion</b> - <u>Research</u> some key events in the development of a religious tradition and <u>explain the impact</u> on believers today	2.3d: <b>Thinking about God</b> - <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: <b>Features and patterns of worship</b> - <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 3 x tag rugby/3 x hockey  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	<b>Poetry – Performance</b> Develop performances of continuing poems. They use their voices to speak expressively and rhythmically, and discover ways to create ostinato accompaniments to enhance their performances.  <b>Environment – Composition</b> Seasons and the environment provide the stimuli for compositions. The children make descriptive accompaniments and discover how the environment has inspired composers throughout history.	<b>Christmas Concert Performance - singing</b> Children will use their voices to sing traditional and modern Christmas songs. Children will explore using instruments to accompany music.	<b>Sounds – Exploring Sounds</b> After exploring how sounds are produced and classified, the children use their voices to make beatbox sounds, sing four-part songs, and perform a jazzy round.  <b>Building – Beat</b> Building-themed songs allow the children to explore how music can be structured to provide different textures. They use layers and rondo structure to combine ostinati played on body percussion and tuned instruments.	<b>Ancient Worlds – Structure</b> The children celebrate achievements of the ‘Amazing Egyptians’ and explore 20th century minimalist music inspired by the age of Akhenaten. They arrange and perform a layered pyramid structure.  <b>Around the World – Pitch</b> Explore pentatonic melodies and syncopated rhythms, learning that the fundamental dimensions of music are the same all over the world.	<b>Communication – Composition</b> Create a news programme, complete with theme music and school news headlines. Using songs and raps, this musical news bulletin will alert the school to the burning issues of the day!  <b>Time – Beat</b> Music featuring bells and clocks helps the children to understand rhythm and syncopation. They learn to sing and play bell patterns, listen to an orchestral clock piece, and create their own descriptive music.	<b>In the Past – Notation</b> Use a variety of notations to build performances from different periods and styles. They learn a Renaissance dance, walk down the aisle to Wagner’s Bridal march and dance the mashed potato!  <b>Food and Drink – Performance</b> The children cook up a musical feast. They enjoy a varied diet of healthy beans, exotic Tudor banquets and DIY pizzas before celebrating in a song performance.
French	Unit 4: Les Animaux This unit consists of 4 units		Unit 5: La Famille Identifying members of your family, the alphabet, household items and using basic prepositions ‘sur’ and ‘dans’ to describe position.		Unit 6: Bon anniversaire! Recognise and ask for various snacks, giving opinions about food, numbers 21 to 31 and months of the year.	

	Animals and pets, numbers 11-20, giving someone's name and describing someone.		
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