

YEAR FOUR

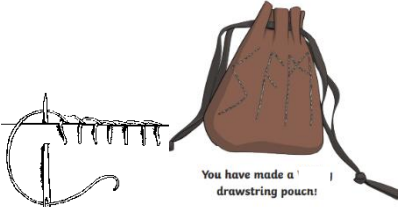


		SAXON SETTLERS	WATER, WATER EVERYWHERE	TOMB RAIDERS	ENDANGERED	RAIDERS & TRADERS	FEELS LIKE HOME	
TOPIC(S) / 50 Things		13 Learn a new language 31. Receive an award from school 33. Swim a length of the pool (25metres) 34. Take part in a sporting competition 39. Sing in public	13 Learn a new language 16. Go blackberry picking 31. Receive an award from school 34. Take part in a sporting competition	13 Learn a new language 31. Receive an award from school 34. Take part in a sporting competition	8. Dress up for World Book Day 13 Learn a new language 31. Receive an award from school 34. Take part in a sporting competition 47. Learn to cook a meal 49. Read a book somewhere unusual	13 Learn a new language 31. Receive an award from school 34. Take part in a sporting competition 40. Go to the theatre	13 Learn a new language 22. Write a letter to someone famous 31. Receive an award from school 34. Take part in a sporting competition 39. Sing in public	
	ENGLISH		Anglo-Saxon Boy by Tony Bradman	Oliver and the Seawigs by Phillip Reeves	Secrets of a Sun King by Emma Carroll	The Great Kapok Tree by Lynne Cherry	How to train your dragon by Cressida Cowell	The boy at the back of the class by Onjali Q. Rauf
			WRITING EXPECTATIONS (FIRST WEEK)	WRITING TO INFORM <i>Non-Chronological Report</i> <i>Stone Age</i> GS PVPG MODEL TEXT – <i>Prehistoric Creatures</i> GS NON-CHRONOLOGICAL UNIT GUIDE <i>(Prehistoric Creatures)</i> <i>Follow Whole Unit Guide</i>	WRITING TO ENTERTAIN <i>Recount – Letter</i> GS MODEL TEXT – <i>Maya Temple Discovery</i>	WRITING TO PERSUADE <i>Persuasive Letter</i> GS MODEL TEXT – <i>The Great Kapok Tree</i> GS PERSUASIVE LETTER UNIT GUIDE <i>(Boudicca Rallies Support)</i> <i>Use this as a basis for the lesson foci but change the theme to 'rainforests',</i>	WRITING TO INFORM <i>Explanation</i> GS MODEL TEXT – <i>How Did Vikings Raid Anglo-Saxon Settlements?</i>	WRITING TO ENTERTAIN <i>Diary Entry</i> GS MODEL TEXT- <i>New Boy At School</i> GS RECOUNT DIARY UNIT GUIDE <i>(Charlie and the Chocolate Factory)</i> <i>Use this as a basis for the lesson foci but change the theme to 'refugee'.</i>
		PVPG LESSONS	POETRY <i>Kenning Poems</i> <i>(Historical theme)</i>	WRITING TO ENTERTAIN <i>Setting Description</i> GS MODEL TEXT – <i>The Tomb Of Wonders</i> GS SETTING DESCRIPTION UNIT GUIDE <i>(The Tomb of Wonders)</i> <i>Follow Whole Unit Guide</i>	POETRY <i>Tetractys/ Diamond Poems</i> <i>(Rainforests theme)</i>	WRITING TO INFORM <i>Instructions</i> GS MODEL TEXT – <i>How To Survive A Viking Raid</i> GS INSTRUCTIONS UNIT GUIDE <i>(How to slay the Minotaur)</i> <i>Use this as a basis for the lesson foci but change the theme to 'dragons'.</i>	POETRY <i>Clerihews</i> <i>(Famous People Theme)</i>	
YEAR FOUR	MATHS	NUMBER: Place Value NUMBER: Addition and Subtraction MEASUREMENT: Length and Perimeter NUMBER: Multiplication and Division CONSOLIDATION		NUMBER: Multiplication and Division MEASUREMENT: Area NUMBER: Fractions NUMBER: Decimals CONSOLIDATION		NUMBER: Decimals MEASUREMENT: Money MEASUREMENT: Time STATISTICS GEOMETRY: Properties of Shapes GEOMETRY: Position and Direction CONSOLIDATION		

WORKING SCIENTIFICALLY

- asking **relevant questions** and using different types of **scientific enquiries** to answer them
 - setting up **simple practical enquiries, comparative and fair tests**
- making **systematic and careful observations** and, where appropriate, taking **accurate measurements** using **standard units**, using a range of **equipment**, including **thermometers and data loggers**
 - **gathering, recording, classifying and presenting data** in a variety of ways to help in answering questions
 - **recording findings** using **simple scientific language**, drawings, **labelled diagrams, keys, bar charts, and tables**
- **reporting on findings** from enquiries, including oral and written explanations, displays or **presentations of results and conclusions**
- using results to **draw simple conclusions, make predictions** for new values, **suggest improvements** and **raise further questions**
 - **identifying differences, similarities** or changes related to simple scientific ideas and processes using **straightforward scientific evidence** to answer questions or **to support their findings**.

SCIENCE	<p>LIVING THINGS AND THEIR HABITATS Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.</p>						<p>ANIMALS, INCLUDING HUMANS Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>						<p>ELECTRICITY Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.</p>						<p>STATES OF MATTER Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>						<p>SOUND-SUMMER Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.</p>											
	PSHE	<p>Me and my Relationships Assertiveness Cooperation Safe/unsafe touches Positive relationships</p>						<p>Valuing Difference Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping</p>						<p>Keeping Safe Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)</p>						<p>Rights and Respect Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy</p>						<p>Being my Best Aspirations and goal setting Managing risk Looking after my mental health</p>						<p>Growing and Changing Coping with changes Keeping safe Body Image Sex education Self-esteem</p>				

YEAR FOUR	ART AND DESIGN		<p>COLOUR, DRAWING</p> <p>If possible, take sketchbooks to the coast and record observations. Plan how to recreate observations in paint in the style of a chosen artist, with a focus on brushes/tools/techniques and choice of paint.</p> <p>Research famous seascapes: Katsushika Hokusai: The Wave William Turner: Off The Nore Claude Monet: Shipping by Moonlight Rembrandt: Christ in the Storm on the Lake of Galilee Pierre August Renoir: La Vague</p>		<p>FORM, PATTERN</p> <p>Design and make a 3D clay bowl that is decorated and inspired by Amazonian art.</p> <p>Use materials to make known objects for a purpose. Carve, pinch & roll coils & slabs using modelling media, like clay. Make simple joins in modelling media.</p>	<p>TEXTURE</p> <p>Research the Great Barrier Reef.</p> <p>Research textile artist Jan Beany.</p> <p>Design and make (collage and sewing) a deck chair cover.</p>	
		<p>DIGITAL LITERACY Online Safety</p> <p>Identify comments or messages that may be hurtful to others; edit their own messages and comments to make sure they are kind; understand that search results are ranked; choose an appropriate number of words for a search term; explain how to use other people's work respectfully; explain why it may be dangerous to share private information; explain how to be a good digital citizen; tell someone else more than one way to stay safe online.</p>	<p>INFORMATION TECHNOLOGY Word processing</p> <p>Use some of the main keyboard shortcuts, suggest ways to improve a layout, apply specific effects to an image, add a spelling to the spelling dictionary, add or delete rows or columns in a table, suggest ways to change a table, type at an appropriate speed, choose a relevant website to link a document to, create a hyperlink.</p>	<p>INFORMATION TECHNOLOGY Animation</p> <p>make slight changes to an image using onion skinning, understanding the term, use a time slider to find a specific point in a film clip to insert or edit an object, edit and refine images in a stop-motion animation short film clip,</p>	<p>COMPUTER SCIENCE Programming logo</p> <p>Draw shapes using setpos or setxy, fill shapes in different colours and draw arcs of different sizes as required.</p>	<p>COMPUTER SCIENCE</p> <p>Use repetition and selection, work with variables and adjust these depending on the effect they wish to create, understand and use the duplicate function and demonstrate that they understand how to combine a range of different effects to create their own quiz.</p>	<p>USING AND APPLYING</p> <p>Select, use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>

DESIGN AND TECHNOLOGY	<p>Anglo Saxon Drawstring pouch with Initials applied</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <ul style="list-style-type: none"> To know the texture and properties of materials and choose materials fit for purpose. To practice a blanket stitch and back stitch. Challenge: Split stitch To sew a button, popper or drawstring. To evaluate the success of the product. 		<p>Jewel of the Nile Shaduf https://vimeo.com/89758584 https://primaryfacts.com/3336/shaduf-facts-and-information/</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated, sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <ul style="list-style-type: none"> To make instructions for making a basic model that moves. To add a mechanical element to a model following instructions. To add mechanical elements to my structures to make movement such a levers and pulleys. 		<p>Viking Traditional Stew</p> <p>Sort foods into the 5 groups using the Eat Well Plate and identify that this makes up a healthy and balanced diet. Measure ingredients to the nearest gram accurately. Follow a recipe.</p> <ul style="list-style-type: none"> To understand the need for hygiene when cooking including clean tools and surfaces. To understand the 5 food groups and create a meal using the knowledge of a healthy and balanced diet. To slice, grate and peel with a knife, grater and peeler. To slice and cut independently using a knife. 	
	GEOGRAPHY	<p>To describe and understand key aspects of physical geography including rivers oceans and water cycle.</p>		<p>To locate Europe's countries and their capitals.</p> <p>To describe and understand key aspects of human geography in Italy now and during Roman empire (types of settlement and land use, economic activity and trade links and the distribution of natural resources including energy, food, minerals and water. Compare with present.</p>		<p>To name and locate countries of the UK Geographical regions and their identifying human and physical characteristics.</p> <p>To use maps, atlases and globes and digital/computer</p> <p>Use 8 points of a compass, four and six-figure grid references, symbols and key.</p> <p>Orienteering Skills</p>

YEAR FOUR	HISTORY	Anglo-Saxon: Settlements Invasions Beliefs Art/culture Kings and Laws		The achievements of the earliest civilizations: To know where and when. Pharaohs and Pyramids Ancient Egyptian tombs Mythology Daily life The Nile Remembrance week.		Vikings: Vikings Raiders Way of Life Viking trade Mythology, Art and culture. The changing power of Monarchs, using case studies. The role of a monarch. Queen Elisabeth I and England at the time of her reign (past). Queen Elisabeth II and Britain at the time of her reign (present).	The achievements of the earliest civilizations: To know where and when. Roman Empire Roman army. Roman legacy. Romanisation of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity. British resistance (Boudicca)
	MFL	Review of Y3	Around the House Pets At Home	Learning Going to School In the Classroom	More School Lunch at School School Subjects	Free Time Sports and Hobbies Play an instrument	Further steps The weather The fruits
	MUSIC	Mamma Mia Original scheme Music and styles of the 70's and 80's. Structure of songs As well as learning to sing, play, improvise and compose with the song Mamma Mia, children will listen and appraise more ABBA hits. SAMBA FIRST ACCESS	Glockenspiel 2 Original scheme Learning basic instrumental skills by playing tunes in varying styles. Using scores and notation Christmas concert	Stop Original scheme All the learning is focused around one song: Stop! - a rap/song about bullying. The interrelated dimensions of music are explored through this song.	Lean On Me Original scheme Listening to Gospel Music The interrelated dimensions of music are explored through the song	Blackbird Original scheme Learning about The Beatles The interrelated dimensions of music are explored through the song	Expression and improvisation MMS Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, Bb, B
	PE	Swimming 2 Rivers Meet	Handball To see how effectively pupils can apply their passing and moving skills to keep possession, developing this concept into mini game situations.	Football To refine dribbling in order to keep control and possession of the ball. To apply prior learning of how to dribble the ball keeping possession to beat an opponent.	Problem Solving To look at what makes an effective team with the focus on cooperation and responsibility.	Bridges To explore movements and balances creating bridges.	Throwing and Jumping

		Hockey	Levels and Direction	Dance Space To explore movement through improvisation, introducing unison and matching. To sustain their characters to add drama and emotion to the dance.	Netball	Tennis To develop our understanding of how we can win a game of tennis. To recap the forehand.	WWII
RE	Theme: Buddha's teachings Key Question: Is it possible for everyone to be happy? Religions: Buddhism	Theme: Christmas Concept: Incarnation Key Question: What is the most significant part of the nativity story for Christians today? Religions: Christianity	Theme: The 8-fold path Key Question: Can the Buddha's teachings make the world a better place? Religions: Buddhism	Theme: Easter Concept: Salvation Key Question: Is forgiveness always possible for Christians? Religions: Christianity	Theme: The 8-foldpath Key Question: What is the best way for a Buddhist to lead a good life? Religions: Buddhism	Theme: Prayer and Worship Key Question: Do people need to go to church to show they are Christians? Religions: Christianity	