Year4 Knowledge Content Document 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	**The Romans**		**Globetrotters**		**Local Area**	
Author	**Guy Bass**		**Zanib Mian**		**Jeff Kinney**	
Grammar	**-Singular and plural nouns -Pronouns -Standard English -Adverbs and prepositions (to express time and cause) -Compound Words -Commas**	**-Fronted Adverbials -Commas after adverbials -Plural and possessive 'S' -Possessive Pronouns**	**-Adjectives -Homophones -Expanded noun phrases -Inverted commas**	**-Determiners -Verb Tenses -Word families -Preposition phrases**	**-Verb inflections -Conjunctions to express time and cause -Subordinate clauses -Possessive apostrophe -Plural apostrophe**	**-Verb tenses – past -suffixes and prefixes**
Writing	**Description** – Roman Battle **Newspaper Report** – Roman Crime	**Persuasion** – Sea World **Explanation** – Hindu festival	**Description** – New York City **Finishing a story** – A Tale of Two Feathers **Performance Week**	**Diary Entry**– Victorian Child	**Comparison** – Victorian vs modern **Advertisement -** Rochdale	**NCReport** – Sea World Changes **Performance Week**
Reading/ Phonics	Read challenging text types: Fiction, non-fiction and poetry. VIPERS – become more familiar with each different question type and link with Foundation subjects. Develop WCR & Reading for pleasure		Read challenging text types: Fiction, non-fiction and poetry. Continue to develop each question type (VIPERS) and extend reading knowledge with challenging texts. Focus on speed accuracy. Continue to develop WCR & Reading for pleasure		Read challenging text types: Fiction, non-fiction and poetry. Continue to develop each question type (VIPERS) and extend reading knowledge with challenging texts. Focus on speed accuracy. Continue to develop WCR & Reading for pleasure	
Maths	**Number: Place Value Number: Addition and subtraction Measurement: Area Number: Multiplication and division**		**Number: Multiplication and division Measurement: Length and perimeter Number: Fractions Number: Decimals**		**Number: Decimals Measurement: Money Measurement: Time Geometry: Shape Statistics Geometry: Position and direction**	

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LOtC	Science - Food Chains Computing – Pylons Art and History – Roman Battle	Computing – Audio Production Geography – Map Work Geography – Measuring Rainfall	RE – The Easter Story Computing – Giving Directions Art – Taking Photos Human and Physical Geography Music – Samba	Computing - Data Logging	Science – Classifying living things	Science - States of matter Computing – Repetition Art – Collage Geography – Local Area Survey
SEND	Have You Heard Of The Romans?	How does my home work?	ABCs USA	Victorians – Wealthy and poor	Whose tracks in the snow?	-Solids, Liquids, Gasses -Cities, Towns and Villages
Visit Exp	Romans Box	Planning a visit to a location in Rochdale	Rochdale Heroes Visit	Poor Victorians Box	Pioneers: Down & out in Victorian Rochdale	Surveys: environmental issues and settlements
PE	Invasion	Gymnastics	Tennis	Cricket	Athletics	

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Science

Working scientifically

4A asking relevant questions and using different types of scientific enquiries to answer them
4B setting up simple practical enquiries, comparative and fair tests
4C making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
4D gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
4E recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
4F reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
4G using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
4H identifying differences, similarities or changes related to simple scientific ideas and processes
4I using straightforward scientific evidence to answer questions or to support their findings.

Animals, including humans	**Electricity**	**Sound**	**Living things and their Habitats**	**States of Matter**
• 4A describe the simple functions of the basic parts of the digestive system in humans • 4B identify the different types of teeth in humans and their simple functions • 4C construct and interpret a variety of food chains, identifying producers, predators and prey.	• 4A identify common appliances that run on electricity • 4B construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • 4C 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 • 4D recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • 4E recognise some common conductors and insulators, and associate metals with being good conductors.	• 4A identify how sounds are made, associating some of them with something vibrating • 4B recognise that vibrations from sounds travel through a medium to the ear • 4C find patterns between the pitch of a sound and features of the object that produced it • 4D find patterns between the volume of a sound and the strength of the vibrations that produced it • 4E recognise that sounds get fainter as the distance from the sound source increases.	• 4A recognise that living things can be grouped in a variety of ways • 4B explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • 4C recognise that environments can change and that this can sometimes pose dangers to living things.	• 4A compare and group materials together, according to whether they are solids, liquids or gases • 4B 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) • 4C identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

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Computing

E-safety

- Can I identify how a message can hurt someone's feelings and how to respond to it?
- Can I use a search engine safely and accurately?
- Can I understand 'online plagiarism' and how to avoid it?
- Can I create a safe online profile?
- Can I explain how to be a responsible digital citizen?

Computing systems and networks – The Internet	**Creating media - Audio production**	**Programming A – Repetition in shapes**	**Data and information – Data logging**	**Creating media – Photo editing**	**Programming B – Repetition in games**
1.1 Can they describe how networks physically connect to other networks? 1.2 Do they know how networked devices makeup the internet? 1.3 Do they know how websites can be shared via the World Wide Web (WWW)? 1.4 Can they describe how content can be added and accessed on the World Wide Web (WWW)? 1.5 Do they know how the connect of the WWW is created by people? 1.6 Can they evaluate the consequences of unreliable content?	2.1 Do they know that sound can be recorded? 2.2 Can they explain that audio recordings can be edited? 2.3 Can they recognise the different parts of creating a podcast project? 2.4 Can they apply editing skills independently? 2.5 Can they combine audio to enhance their podcast project? 2.6 Can they evaluate the effective use of sound?	3.1 Do they know that accuracy in programming is important? 3.2 Can they create a program in a text-based language? 3.3 Do they know what 'repeat' means? 3.4 Can they modify a count-controlled loop to produce a given outcome? 3.5 Can they decompose a task in small steps? 3.6 Can they create a program that uses count-controlled loops to produce a given outcome?	4.1 Do they know that data gathered over time can be used to answer questions? 4.2 Can they use a digital device to collect data automatically? 4.3 Can they explain that a data logger collects 'data points' from sensors over time 4.4 Can they recognise how a computer can help us analyse data? 4.5 Can they identify the data needed to answer questions? 4.6 Can they use the data from sensors to answer questions?	5.1 Can they explain that the composition of digital images can be changed? 5.2 Can they explain that colours can be changed in digital images? 5.3 Can they explain how cloning can be used in photo editing? 5.4 Do they know that images can be combined? 5.5 Can they combine images for a purpose? 5.6 Can they evaluate how changes can improve an image?	6.1 Can they develop the use of count-controlled loops in a different programming environment? 6.2 Do they know that in programming there are infinite loops and count controlled loops? 6.3 Can they develop a design that includes two or more loops which run at the same time? 6.4 Can they modify an infinite loop in a given program? 6.5 Can they design a project that includes repetition? 6.6 Can they create a project that includes repetition?

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Art	**Do they use their sketch books to adapt and improve their origional ideas?** **Do they keep notes about the purpose of their work in their sketchbooks?**					
	Roman Busts **3D** Do they experiment with and combine materials and processes to design and make 3D form? Can they begin to sculpt clay and other moldable materials?	**All About Me** **Sketch books** Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? Can they produce a montage about themselves? **Drawing (1)** 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?	**Upcycling** **Printing** Can they print using at least four colours? Can they create an accurate print design? Can they print onto different materials? **Textiles** Can they use early textile and sewing skills as part of a project?	**Lowry Paintings** **Painting** Can they create all the colours they need? Can they create mood in their paintings? **Knowldedge** Can they experiment with different styles which artists have used? Can they explain art from other periods of History?	**Visual Victorian Timeline** **Drawing (2)** Can they identify and draw simple objects, and use marks and lines to produce texture? Can they show reflections? Can they explain why they have chosen specific materials to draw with? Do they successfully use shading to create mood and feeling?	**Making a cityscape** **Collage** Can they use natural materials to produce a piece of art? (Andy Goldsworthy, James Brunt) Can they combine visual and tactile qualities? **Use of IT** Can they create a piece of art work which includes the intergration of digital images they have taken? Can they combine graphics and text based on their research?

<table>
<tr><td rowspan="2">DT</td><td colspan="3">Do the children know how to work through their research, plan, design, make and evaluate process?
Design Phase:
Can they come up with at least one idea about how to create their product when given set criteria?
Do they take account of the ideas of others when designing and think about if it will be liked?

Plan Phase:
Can they produce a plan and explain it to others?
Do they know how to present their product in an interesting way?

Make Phase:
Can they show a good level of expertise when using a range of tools and equipment?
Do they know how to select the most appropriate tools and techniques to use for a given task?
Do the children know how to use a variety of materials including textiles, paper, card and mouldable materials?
Do they know what to do to be hygienic and safe?

Evaluate Phase:
Do they know how to evaluate their product by suggesting some improvements and say what was good and not so good about their original design?
Have they thought of how they will check if their design is successful and fit for purpose?</td></tr>
<tr><td><u>Shell structures - Computer Aided Design</u>
<u>Creating toothpaste packaging</u>
Can they explain how to join things in a different way?

Are they confident about trying out new and different ideas?

How have they attempted to make their product strong?

Do they know how to measure carefully so as to make sure they have not made mistakes?</td><td><u>Electrical Systems – Simple Circuits and Switches</u>
<u>Making a torch</u>
Do they know how to make a product which uses both electrical and mechanical components?

Can they add things to their circuits?

Do they know how to incorporate a switch into their product?</td><td><u>Mechanical Systems – Levers and Linkages</u>
<u>Making a moving decoration</u>
Do they know how to measure carefully so as to make sure they have not made mistakes?

Do they know how to devise a template for their textile project?</td></tr>
</table>

Geography		**Map Work** Can they locate the Tropic of Cancer and the Tropic of Capricorn? Can they find the same place on a globe and in an atlas? Can they label the same features on an aerial photograph as on a map? Can they use appropriate symbols to represent different physical features on a map? Can they plan a journey to a place in England? Do they know the difference between the British Isles, Great Britain and UK? Can they locate and name some of main islands that surround the UK? Do they know the countries that make up the European Union? Can they name the areas of origin of the main ethnic groups in the UK & in their school? Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)?	**Globetrotters** Understand geographical similarities and differences through the study of human and physical geography of a region of the UK (Greater Manchester) a region in a European country (Rome) and region within North or South America (The USA)?			**Local Area Study** Can they carry out a survey to discover features of cities & villages? Can they describe the main features of a village? Can they explain why people are attracted to live in cities? Can they describe the main features of a well-known city? Can they explain why people choose to live in a village rather than a city? Can they describe the main physical differences between cities and villages? Can they explain how a locality has changed over time with reference to physical features? Can they explain how a locality has changed and improved? Can they find different views about an environmental issue? What is their view?

History	**The Romans** Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? Can they give more than one reason to support an historical argument? Can they research two versions of an event and say how they differ? Can they explain how events from the past have helped shape our lives? Do they have a good understanding as to how crime and punishment has changed over the years?			**Victorian Rochdale** Do they know how to place periods of history on a timeline showing periods of time, including centuries? Can they place periods of history on a timeline showing periods of time? Do they recognise that the lives of wealthy people were very different from those of poor people? Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? Do they have a good understanding as to how crime and punishment has changed over the years? Can they research two versions of an event and say how they differ?	

MFL (French)

Listening

1. Do I know and recognise more sounds used in the language when spoken aloud?
2. Do I know how to use learnt vocabulary to understand the main points from longer sentences?
3. Do I know to use learnt vocabulary to help me understand and join in with stories, songs and rhymes?

Speaking

4. Do I use the phrases I know to ask and answer questions?
5. Do I know to use pronunciation and learnt sounds to say phrases clearly in the language?

Reading

6. Do I know to look for familiar language and phrases to translate sentences?
7. Do I know how to find the main points of a text and give a simple personal response?

Writing

8. Do I know how to use a bilingual dictionary or glossary to look up a new word?
9. Do I know how to write sentences by adapting vocabulary and structures I know?
10. Do I use the sounds and grammar I know to help me to write phrases in the target language?

Do they know how to say what they like and dislike about aspects of a familiar topic?

Welcome to school	My town, your town	Family tree and faces	Face and body parts	Feeling unwell/ Jungle animals	The Weather

Music

Do they perform a simple part rhythmically?
Do they improvise using repeated patterns?
Do they sing songs from memory with accurate pitch?
Do they use standard notation to record and interpret sequences of pitches?
Do they use notations?
Do they use notations to record compositions in a small group or on their own?
Do they use their notation in a performance?
Do they know how to identify the character of a piece of music?
Do they know how to identify with the style of work of Beethoven, Mozart and Elgar?
Do they explain the place of silence and say what effect it has?
Do they describe and identify the different purposes of music?

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	Adapting and transposing motifs (Theme: Romans)	Body and tuned percussion (Theme: Rainforests)	Samba and carnival sounds and instruments (Theme: South America)	Changes in pitch, tempo and dynamics (Theme: Rivers)	Haiku, music and performance (Theme: Hanami festival)	Rock and Roll
RE	**Key Question L2.6: Why do some people think that life is a journey? What significant experiences mark this?** 9. Can they suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). 10. Can they describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3) 11. Can they suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). 12. Can they link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).	**Key Question: L2.8: What does it mean to be a Hindu in Britain today? – Links to Vasant and Holi – beginning of preparation of spring season** 13. Can they describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1) 14. Can they describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). 15. Can they suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). 16. Can they discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).	**Key Question: L2.3: Why is Jesus inspiring to some people? - links to Easter** 1. Can they make connections between some of Jesus' teachings and the way Christians live today (A1). 2. Can they describe how Christians celebrate Holy Week and Easter Sunday (A1). 3. Can they identify the most important parts of Easter for Christians and say why they are important (B1). 4. Can they give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).	**Key Question: L2.5 Why are festivals important to religious communities – Link to Ramadan/Eid** 5. Can they make connections between stories, symbols and beliefs with what happens in at least two festivals (A2) 6. Can they ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2) 7. Can they identify similarities and differences in the way festivals are celebrated within and between religions (A3). 8. Can they explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).	**Key Question: L2.9 What can we learn from religions about deciding what is right and wrong?** 17. Can they give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). 18. Can they make connections between stories of temptation and why people can find it difficult to be good (A2) 19. Can they give examples of ways in which some inspirational people have been guided by their religion (B1). 20. Can they discuss their own and others' ideas about how people decide right and wrong (C3).	

PSHE	Core Theme 1 Unit 6 LESSON 4: Online Privacy – It's Personal Core Theme 1 Unit 6 LESSON 5: Internet Use – Online Usage Core Theme 1 Unit 6 LESSON 6: Internet Use – Age Limits Core Theme 3 Unit 3 LESSON 1: Gender Stereotypes – His and Hers	Core Theme 2 Unit 3 LESSON 1: Reactions - Frustration Core Theme 2 Unit 3 LESSON 2: Self-Worth – I'm a Marvel! Core Theme 2 Unit 3 LESSON 3: Persistence and Resilience – Don't Give Up Core Theme 2 Unit 3 LESSON 4: Negative Persistence – Over and Over Core Theme 1 Unit 5 LESSON 5: Feelings – Overreacting	Core Theme 1 Unit 3 LESSON 1: A Balanced Diet – Plant or Animal? Core Theme 1 Unit 3 LESSON 2: A Balanced Diet – Balancing Act Core Theme 1 Unit 3 LESSON 3: Working With Food – Master Chef Core Theme 1 Unit 3 LESSON 4: Working With Food – Our Food Hall	Core Theme 2 Unit 1 LESSON 3: Responding to Others – Agony Aunts Core Theme 2 Unit 1 LESSON 4: Expressing Opinions – It's Debatable Core Theme 1 Unit 5 LESSON 3: Loss / Separation – Left Behind Core Theme 1 Unit 5 LESSON 4: Family Changes – Two Homes	Core Theme 1 Unit 4 LESSON 1: Identified Strengths – I'm Good at That Core Theme 1 Unit 5 LESSON 6: Self-Respect – Let's Rock! Core Theme 1 Unit 4 LESSON 2: Identified Strengths – Future Me Core Theme 1 Unit 4 LESSON 3: Setting Goals – That's My Goal! Core Theme 1 Unit 4 LESSON 4: Setting Goals – The Impossible Dream	Core Theme 2 Unit 4 LESSON 1: Connections – Paper Chains Core Theme 2 Unit 4 LESSON 2: Family Links – Family Tree Core Theme 2 Unit 4 LESSON 3: Religious Views – Faith Findings Core Theme 2 Unit 4 LESSON 4: Celebrate Diversity – Inside Outside Core Theme 3 Unit 4 LESSON 1: Money Choices – A Million Dollars Core Theme 3 Unit 4 LESSON 2: Managing Money – Design Choices