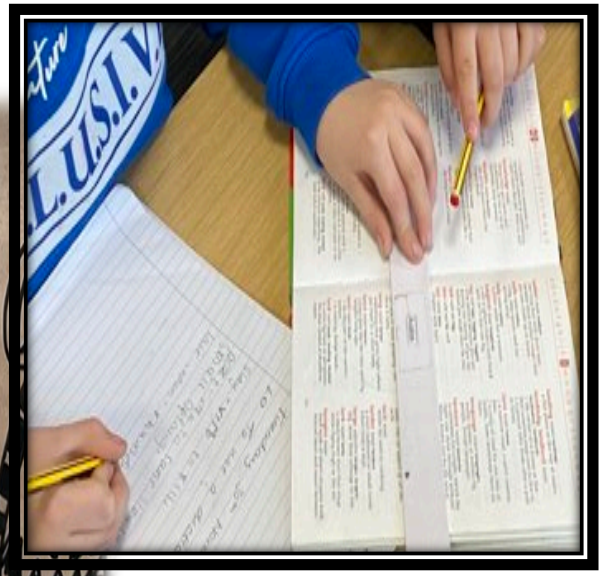
HEYHOUSES C.E. PRIMARY SCHOOL
YEAR 4 CURRICULUM



At Heyhouses we aspire to be all that God has created us to be.

'I can do all thing through Christ who strengthens me.' Philippians 4:13

Our aim and purpose in education is based on firm beliefs and values; that Jesus is our redeemer; that each individual is unique and valued; and that although all different, we are dependent upon one another.

In our school we seek to provide for the spiritual, mental, moral and physical development, growth and well-being of all our children.

— Firm Foundations — Ambitious Learning — Flourishing for life —

Contents

Year 4

Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Habitats	Electricity (DT link)	Sound	Digestive system and Teeth	States of Matter	Animals including Humans – Food Chains
History		Ancient Greece		The Roman Empire and its impact on Britain		Britain's settlement by Anglo-Saxons and Scots
Geography	Spain – Europe & settlements		South America		All around the world	
Design Technology		*Electrical systems*: Torches *Textiles*: Fastenings		*Structures*: Pavilions *Cooking and nutrition*: Adapting a recipe	*Cooking and nutrition*: Adapting a recipe continued *Mechanical systems*: Making a slingshot car	
Art and Design	Dragons: Drawing, Painting Sculpture		Weaving: Textiles			Watercolour Landscapes: Painting, Printmaking
Music	Whole Class Instrumental tuition (WCIT): Brass	Whole Class Instrumental tuition (WCIT): Brass Music for public performance: Carol Concert.	Whole Class Instrumental tuition (WCIT): Brass	Whole Class Instrumental tuition (WCIT): Brass	Whole Class Instrumental tuition (WCIT): Brass	Whole Class Instrumental tuition (WCIT): Brass Public Performance of instrument: Charter Assembly
MFL- Spanish	My Town	Let's Go!	Shopping	The Wider World	My Routine	Free Time
PSHE	Relationships	Relationship	Health and Wellbeing	Health and Wellbeing	Living in The Wider World	Health and Wellbeing
Religious Education	Prayer	Christmas Hanukkah	Jesus Shabbat	Easter Forgiveness	The Church	Places of worship
Computing	The internet	Audio production	Repetition in shapes	Data logging	Photo editing	Repetition in games

Year 4

Overview

Educational Visits / Visitors		
Autumn	**Spring**	**Summer**
Our Lady Star of the Sea Pantomime	Bee Life visitor The Beach - Landscapes	Music, Arts and Drama Festival The Grand Theatre - Boy at the Back of the class Comparing and contrasting places of worship: • St Annes Parish Church • Church Road Methodist • Islamic Centre • Synagogue

Reading

Each Year Group will have a suite of core texts that will form the depth study for the academic year. These texts represent a promise from the school to every pupil that it serves of the literature that it is committed to studying throughout a pupil's school journey. These texts have been mapped carefully to ensure a breadth of experiences, authors, texts and themes is addressed across the Primary years. In addition to these texts, there are core poems that each year group will study in detail. Other texts that will be studied in part will be outlined within the curriculum. This spine represents the core texts for depth study.

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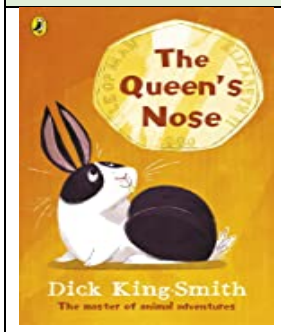	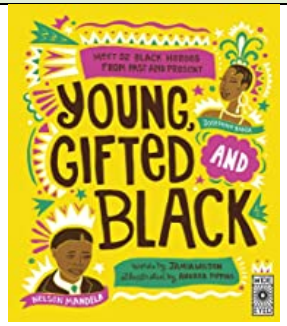		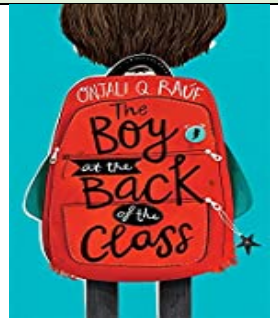	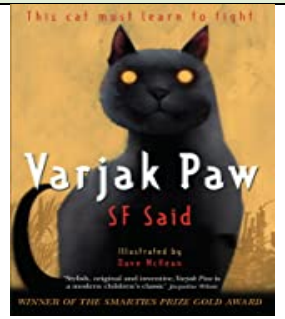	
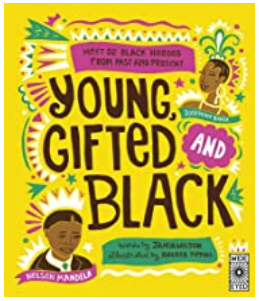		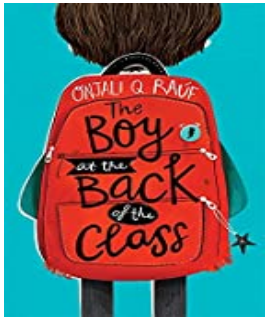	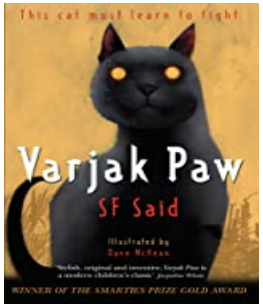	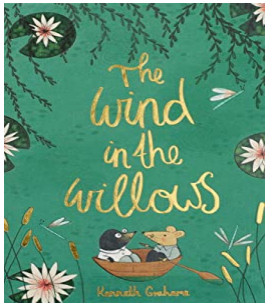	The Raven *by Edgar Allen Poe*

Year 4

Writing Map

The writing sequence using the Increased Frequency Model

Each unit has a Block A and Block B version. *Green units* represent Block B. Block A is the first-time key concepts and text types are taught, with clear scaffolding provided to develop writing. Block B is the revisit unit allowing time for children to master the concepts previously taught and to build independence by reducing the scaffolding provided.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sentence composition	Critical analysis of narrative poetry	Stories from other cultures	*Third person adventure stories*	*Stories from other cultures*	*Critical analysis of narrative poetry*
Poems which explore form	Third person adventure stories	*Persuasive writing (adverts)*	*Poems which explore form Enrichment*	*First person diary entries*	*News reports*
Persuasive writing (adverts)	News reports	Explanatory texts			*Explanatory texts*
First person diary entries					

Maths

Autumn	Spring	Summer
Number – place value of 4-digit numbers	Number – multiplication and division	Number – decimals
Number – addition and subtraction	Measure – length and perimeter	Measure – money
Measure – area	Number – fractions	Measure – time
Number – multiplication and division	Number – decimals	Geometry – angles and 2D shapes
		Statistics
		Geometry – position and direction

Science

Year 4 Science		
Autumn	**Spring**	**Summer**
• **Living things and their habitats** • **Electricity**	• **Sound** • **Digestive System**	• **States of Matter** • **Animals Including Humans – Food Chains**

Y4 Living things and their habitats		
Scientific knowledge and understanding		**Vocabulary** Classification keys, identification, habitats, human impact, seasons, vertebrate and invertebrate groups.
Revision Vertebrate and invertebrates, differences in mechanisms for movement, support, protection. Different diets of animals. Grouping and sorting based on similarities and differences.	**Year 4** • **Recognise that living things can be grouped in different ways.** • **Explore and use classification keys to help group, identify and name a variety of living things in local and wider environment.** • **Recognise that environments can change and that this sometimes poses danger to living things.**	
Scientific Enquiry		
Questioning and Research • I can ask some relevant questions about the world around us. •I can use some different types of scientific enquiry to answer questions. • I can set up some simple practical enquiries, including comparative and fair tests. • I am beginning to carry out simple research on my own. • I can make systematic and careful observations. I am beginning to help decide which variables to keep the same and which to change. • I can begin to decide when research will help in my enquiry.	**Planning and Recording** • I can begin to make systematic and careful observations and, where appropriate, take accurate measurements using standard units. I can begin to look for naturally occurring patterns and relationships and decide what data to collect ad identify them. • I can begin to see a pattern in my results. • I can begin to use notes, simple tables and standard units • I can begin to record results in tables and bar charts. • I begin to use simple tables and standard units and help to decide how to record and analyse their data. • I am beginning to collect data in a variety of ways, including labelled diagrams, pie charts and tables.	
Equipment and Measurement • I can begin to observe and measure accurately using standard units eg. mm, cm, m including time in minutes and seconds.	**Communicating and Presenting** • I am beginning to communicate findings using simple scientific language. • I can gather, record, and begin to classify and present data in a variety of ways to help in answering questions.	**Considering Evidence and Evaluating**. • I am beginning to identify differences, similarities or changes related to simple scientific ideas and processes.

Science

• I can make systematic and careful observations. • I can begin to choose from a selection of equipment. • I can use a range of equipment, including thermometers and data loggers. • I can decide which equipment to use and can use new equipment e.g. data logger	• I can begin to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. • I am beginning to report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • I am beginning to describe my observations and my findings. • I am beginning to use comparative and superlative descriptions e.g. longer / shorter than, longest / shortest. • I can begin to describe cause and effect.	• I am beginning to talk about criteria for grouping, sorting and classifying and use simple keys. • I can begin to compare and group according to behaviour or properties, based on testing. • I am beginning to talk about and identify differences and similarities in the properties or behaviour of living things, materials and other scientific phenomena. I am beginning to use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • I am beginning to answer my questions using the results of my enquiry. • I am beginning sometimes to think of cause and effect

<table>
<tr><th colspan="3">Y4 Animals Including Humans – Teeth, Eating and Digestion / Food Chains</th></tr>
<tr><th colspan="2">Scientific knowledge and understanding</th><td rowspan="2">Vocabulary
Digestive system, mouth, teeth, canines, incisors, molars, saliva, oesophagus, stomach, large intestine, small intestine, colon, anus.
Food chain, producers, predators, prey, energy.</td></tr>
<tr><td>Revision
Basic needs of animals. Animals need the right types and amount of nutrition. Nutrition is from what they eat. Carnivore, omnivore, herbivores.</td><td>Year 4
• Identify different types of teeth in humans and their function.
• Describe simple functions of basic parts of the digestive system in humans.
• Construct and interpret a variety of food chains, identifying producers, predators and prey.</td></tr>
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Y4 States of Matter		
Scientific knowledge and understanding		**Vocabulary**
Revision How solid objects can be changed by applying force, squashing, bending, twisting and stretching.	**Year 4** • **Compare and group materials together according to whether they are solids liquids and gases.** • **Observe that some materials change state when they are heated or cooled and measure research the temperature at which this happens in degrees Celsius.** • **Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.**	Solids, liquids, gases, temperature, Celsius, evaporation, condensation, water cycle, reversible and irreversible change. (Particles?)

Year 4

Science

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Sound, vibration, volume, travel, pitch, tension, thickness, air column, muffling, blocking.</td></tr>
<tr><td>Revision
Senses and which body part.</td><td>Year 4
• Identify how sound are made, associating some of them with something vibrating.
• Recognise that vibrations from sounds travel through a medium to the ear.
• Find patterns between pitch of a sound and features of the object that produced the sound.</td></tr>
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Series, electrical, circuit, cells, wires, bulbs, switches, buzzers, conductors, insulators.</td></tr>
<tr><td>Revision
Properties of metals.</td><td>Year 4
• Construct a simple series electrical circuit identifying and naming its basic parts. Including cells, wires, bulbs, switches and buzzers.
• Identify whether a lamp will light or not in a simple series circuit.
• Recognise that a switch opens and closes a circuit.
• Recognise some common conductors and insulators associate metals with being good conductors.</td></tr>
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History

Year 4 History		
In Year 4 we will learn about the Ancient Greeks; The Roman Empire and its impact on Britain; Britain's settlement by Anglo-Saxons and Scots		
National Curriculum		
Ancient Greece • A study of Greek life and achievements and their influence on the Western World.	**The Roman Empire and its impact on Britain** • Julius Caesar's attempted invasion in 55 and 54 BC. • Claudius's successful invasion 54 AD. • The Roman Army. • British resistance, eg Boudica. • Romanisation of Britain including the impact of technology, culture and beliefs. **History Capital – Trip to Ribchester Roman Museum and a Roman Day**	**Britain's settlement by Anglo-Saxons and Scots** • The Roman withdrawal from Britain in cAD 410. • Scots invasion from Ireland to North Britain. • Anglo-Saxon invasion, settlements and kingdoms, place names and village life. • Anglo -Saxon life and culture, Sutton Hoo. • Christian conversion, Lindisfarne.

Ancient Greece	
Prior Learning	Year 3 have learnt about ancient civilisations, their culture and conflict, through their study of Ancient Egypt.
Year 4 will learn:	• Who the Ancient Greeks were and when they lived. • Place key events which happened during this period onto a timeline. • Democracy and their parliament. • The origins of the Olympics and its modern equivalent. Compare and contrast. • To know what life was like in Ancient Greece. • Which gods and goddesses they worshiped. • The legacy they left on the modern world.
Future Learning	Year 6 will study the ancient civilisation of the Mayans.

Chronological Understanding	Historical Interpretation	Historical Enquiry	Communication
• I can sequence three periods or events into correct chronological order.	• I can describe features and achievements of the earliest civilisations.	• I can identify significant events and people.	• I can produce thoughtful structured work, making appropriate use of sources, dates and terms.

History

Year 4

• I can recognise contrasts and trends within and across different periods of time. • I can use dates and historical terms accurately when ordering events.	• I can identify where and when these past societies appeared on a timeline. • I can describe some of the main events, people and changes that happen within and across different periods I have studied.	• I can give some reasons for, and results of, main events or changes within and across periods.	• I can make connections and draw some contrasts between different historical events.

Key concepts	**community & culture** (architecture, art, civilisation, inspiration, religion, settlement, trade), **hierarchy & power** (gods, democracy, government, law), **cause and consequence** (democracy), **similarity and difference** (Olympics, parliament), **evidence & interpretation** (source), **significance** (legacy)
Vocabulary	**Retrieval Vocabulary:** gods, historian, ruler, architecture, features, now, past, then, today, chronology, chronological, timeline, artefact, ancient, modern
	New Vocabulary: democracy, hierarchy, democracy, representation, parliament, Olympics, legacy

The Roman Empire and its impact on Britain			
Prior Learning	Year 3 have learnt that some history is ancient through their Egyptian and Greek units.		
Year 4 will learn:	• Know what a timeline is and how it can help us map out key historical events. • What was life in Britain like before the Roman Invasion. • What the Roman Army was like and what a centurion would have worn. • Know that they worshiped different gods and know about some of them. • Know what Roman homes and towns were like, with a focus on a bath-house such as the one in Ribchester.		
Future Learning	They will continue their learning of British history through their study of the Anglo-Saxons and Scots in Year 4, the Vikings, Tudors and Victorians in Year 5 and World War 2 in Year 6.		
Chronological Understanding	**Historical Interpretation**	**Historical Enquiry**	**Communication**

History

Year 4

• Sequence two periods or events into correct chronological order. • Recognise similarities, differences and some trends over time. • Use some dates and historical terms such as ancient.	• Identify some of the main people, aspects and events within a historical period. • Describe the impact some changes or developments had upon Britain and suggest possible reasons for this.	• Recognise that my knowledge of the past is constructed from different sources of evidence. • Identify some of the different ways in which the past is represented. • Use sources, including written sources, to ask and answer questions about the past.	• Talk about some historical events, issues, connections and changes. • Construct informed responses that involve thoughtful selection and organisation of historical information. • Use specialist terms such as settlement and invasion and vocabulary linked to chronology.

Key concepts	**community & culture** (architecture, art, civilisation, inspiration, religion, settlement, trade), **conflict & disaster** (conquest, military), **hierarchy & power** (empire, government, law), **cause and consequence** (impact of the invasion), **change & continuity** (life in Roman Britain), **evidence & interpretation** (primary and secondary sources), **significance** (legacy)
Vocabulary	**Retrieval Vocabulary**: now, past, then, today, artefact, weapon, old, history, timeline, chronology
	New Vocabulary: defences, Emperor, Empire, Legion, occupy, resistance, villa, centurion, legion

Britain's settlement by Anglo-Saxons and Scots.			
Prior Learning	The children have learnt about early British history in their study of the Stone Age to Iron Age and Roman Britain.		
Year 4 will learn:	• Know the difference between an invader and a settler. • Know who the Anglo Saxons were and where they came from. • Find out if they settled here by investigating place names. • Find out what some Saxons were like by looking at artefacts found at Sutton Hoo. • Know that monks created spectacular writing by hand, featuring illuminated letters. • Find out about a significant Saxon – Alfred the Great.		
Future Learning	They will continue to develop their knowledge of British history through their study of: The Vikings, The Tudors and Victorians in Year 5 and World War II in Year 6.		
Chronological Understanding	**Historical Interpretation**	**Historical Enquiry**	**Communication**

History

Year 4

• Show increasing depth of factual knowledge and understanding of British, local and world history using dates and historical terms.	• I can describe features of past societies and periods and to begin to make connections or contrasts between them. • I can ask and answer historically valid questions, and begin to give reasons for, and results of, events and changes.	• I can make simple inferences from sources and support my ideas. • Select and organise sources to answer questions and test hypotheses.	• Ask and respond to historical questions, using sources effectively. • Produce structured work that makes connections and contrasts. • Choose relevant ways to convey historical findings.

Key concepts	**community & culture** (architecture, art, civilisation, settlements, religion)**, conflict and disaster** (invasion, battles), **evidence & interpretation** (primary and secondary sources), **similarity and difference** (invader and settler), **hierarchy and power** (Alfred the Great), **significance** (legacy)
Vocabulary	**Retrieval Vocabulary:** artefact, historian, now, past, then, today, chronology, chronological
	New Vocabulary: bronze, Celts, Anglo-Saxons, Scots, Christianity, lyre, pagans, thatch, wattle and daub

Year 4

Geography

Year 4			
Term:	**Autumn**	**Spring**	**Summer**
Topic:	Spain – Europe & settlements	South America	All around the world
Key Knowledge:	• Spain has land borders with three other countries: Portugal, France, and Andorra. It also borders the British overseas territory of Gibraltar. • The two main rivers are the Tagus and the Ebro. The Pyrenees are a mountain range which runs along the border of Spain and France. • Spain is divided into regions. In the UK they are called counties, but in Spain they are called 'autonomous communities'. • Autonomous communities have their own regional government, flag and capital city. There are 17 altogether. • Spain has three climates. It grows different crops in each one. • Spain's cities contain important architectural buildings such as the narrow ancient streets of Toledo, Gaudi's Park Guell in Barcelona, La Sagrada Familia cathedral. • Traditional dance is called flamenco and a traditional meal to be shared is paella. • Madrid is the capital city of Spain, as well as its autonomous community. Its geographical location is in the centre of Spain. • Madrid has a Mediterranean climate which transitions to a cold semi-arid climate with warm summers and relatively cold winters. • To know some of the significant places in Madrid and where these are in relation to each other using 8-point compass directions	• There are 12 countries in South America and almost 400 million people live there. • Brazil is the largest country and covers almost half the continent. It is only slightly smaller than the USA. • South America's largest river is the Amazon, which is the second longest river in the world. • The Amazon carries more water than any other river in the world. • The Amazon rainforest in South America is so big that if it were a country, it would be the ninth biggest in the world. • Sao Paulo is the largest city with more than 20 million people living there. • Spanish is the most popular language in South America even though Brazilians speak Portuguese. • The Incas were the largest group of indigenous people in South America when the Europeans arrived. • Rio De Janeiro was discovered by the Portuguese on 22nd April 1500. • The statue of Christ the Redeemer is a religious monument which can be found at the top of Corcovado Mountain. • Sugarloaf Mountain is one of the most famous natural landmarks. The top can be reached by cable car. • Copacabana Beach is one of the most famous and beautiful beaches in the world. It is 4km long.	• Locate the Equator on a map and globe. • Locate the Northern Hemisphere on a map and globe. • Locate the Southern Hemisphere on a map and globe. • Find the North and South Poles on a globe or map. • Identify lines of latitude on a map. • Identify lines of longitude on a map. • Identify the Arctic Circle on a globe or map. • Identify the Antarctic Circle on a globe or map. • Identify the location of the Tropics of Cancer and Capricorn. • Identify differences between the UK and the tropics. • Identify the location of the Prime Meridian. • Find the local time in another city using time differences • Name some of the countries on the Equator. • Tell you more about one country. • Compare daylight hours in the UK and polar regions. • Identify a location on a map when the latitude and longitude are provided. • Identify similarities between the UK and the tropics. • Describe the climate in the tropics.

Geography

Year 4

	(to include - the Royal palace, Parque del Retiro, Josep Tarradellas (Madrid partner school) and Museo Nacional Centro de Arte Reina Sofía, a modern art museum housing famous works by Pablo Picasso) ● To know some of the features of Madrid's Manzanares river and how these compare to those of the Thames.	● Maracana Stadium was named after the Rio Marcana, a river in Rio de Janeiro. Many famous football players have played there. ● Rio de Janeiro is famous for its three-day carnival. During that time, Rio is filled with dancing, music, singing and lots of street parades showcasing colourful costumed dancers performing the samba.	
Cross Curricular Links	● Spanish lessons incorporating locational and cultural focusses ● Computing: iPads for google maps and atlases	● Literacy: Information leaflet on Rio De Janeiro ● MFL: Spanish speaking countries	
Key Skills:	● Distinguish between physical and human geography in Madrid and London using photographs, short films (from Madrid school) and maps. ● Used geographical vocabulary to describe the physical attributes of an area. ● Use atlases and Google Maps to identify and label capital city, mountain range, significant rivers and regions. ● Populate a comparison table to show differences and similarities between the UK and Spain.	● Use an atlas to identify countries, states and regions of geographical interest. ● understand the necessity of a key and use this to help read maps of increasing complexity. ● Use computer/digital mapping to locate countries and regions, as part of own research to support description of features studied. ● Understands how aspects of the human and physical features of Rio are similar and different to London and the wider UK.	● Use computer/digital mapping and globes to locate lines of latitude and longitude. ●Use coordinates to read maps.

KS2 Knowledge End Points:

Locational Knowledge

● Can locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

● Can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

● Can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Place Knowledge

● Understands geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

Geography

Year 4

Human and Physical geography

- Can describe and understands key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Can describe and understands key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

KS2 Skills End Points: Geographical Skills and Fieldwork:

- Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Is able to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

Year 4

Design Technology

Year 4 Design Technology				
Mechanisms/ Mechanical Systems	**Textiles**	**Cooking and nutrition**	**Structures**	**Electric systems**
Making a slingshot car	Fastenings	Adapting a recipe	Pavilions	Torches

Structures: Pavilions			
Skills	**Design**	**Make**	**Evaluate**
	• Designing a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect. • Building frame structures designed to support weight.	• Creating a range of different shaped frame structures. • Making a variety of free standing frame structures of different shapes and sizes. • Selecting appropriate materials to build a strong structure and cladding. • Reinforcing corners to strengthen a structure. • Creating a design in accordance with a plan. • Learning to create different textural effects with materials.	• Evaluating structures made by the class. • Describing what characteristics of a design and construction made it the most effective. • Considering effective and ineffective designs.
Knowledge	**Technical**	**Additional**	
	• To understand what a frame structure is. • To know that a 'free-standing' structure is one which can stand on its own.	• To know that a pavilion is a a decorative building or structure for leisure activities. • To know that cladding can be applied to structures for different effects. • To know that aesthetics are how a product looks. • To know that a product's function means its purpose. • To understand that the target audience means the person or group of people a product is designed for. • To know that architects consider light, shadow and patterns when designing.	

Year 4

Design Technology

Mechanisms/Mechanical Systems: Making a sling shot			
Skills	**Design**	**Make**	**Evaluate**
	• Designing a shape that reduces air resistance. • Drawing a net to create a structure from. • Choosing shapes that increase or decrease speed as a result of air resistance. • Personalising a design.	• Measuring, marking, cutting and assembling with increasing accuracy. • Making a model based on a chosen design.	• Evaluating the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance.
Knowledge	**Technical**	**Additional**	
	• To know that air resistance is the level of drag on an object as it is forced through the air. • To understand that the shape of a moving object will affect how it moves due to air resistance.	• To know that aesthetics means how an object or product looks in design and technology. • To know that a template is a stencil you can use to help you draw the same shape accurately. • To know that a birds-eye view means a view from a high angle (as if a bird in flight). • To know that graphics are images which are designed to explain or advertise something. •To know that it is important to assess and evaluate design ideas and models against a list of design criteria.	

Electric systems: Torches			
Skills	**Design**	**Make**	**Evaluate**
	• Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas	• Making a torch with a working electrical circuit and switch. • Using appropriate equipment to cut and attach materials. • Assembling a torch according to the design and success criteria.	• Evaluating electrical products. • Testing and evaluating the success of a final product
Knowledge	**Technical**	**Additional**	
	• To know that an electrical circuit must be complete for electricity to flow. • To know that a switch can be used to complete and break an electrical circuit.	• To know the features of a torch: case, contacts, batteries, switch, reflector, lamp, lens. • To know facts from the history and invention of the electric light bulb(s) - by Sir Joseph Swan and Thomas Edison.	

Year 4

Design Technology

Cooking and nutrition: Adapting a recipe			
	Design	**Make**	**Evaluate**
Skills	• Designing a biscuit within a given budget, drawing upon previous taste testing judgements.	• Following a baking recipe, from start to finish, including the preparation of ingredients. • Cooking safely, following basic hygiene rules. • Adapting a recipe to improve it or change it to meet new criteria (e.g. from savoury to sweet).	• Describing the impact of the budget on the selection of ingredients. • Evaluating and comparing a range of food products.
Knowledge	**Technical**		
	• To know that the amount of an ingredient in a recipe is known as the 'quantity.' • To know that safety and hygiene are important when cooking. • To know the following cooking techniques: sieving, measuring, stirring, cutting out and shaping. •To understand the importance of budgeting while planning ingredients for biscuits. • To know that products often have a target audience.		

Textiles: Fastenings			
	Design	**Make**	**Evaluate**
Skills	• Writing design criteria for a product, articulating decisions made. • Designing a personalised book sleeve.	• Making and testing a paper template with accuracy and in keeping with the design criteria. • Measuring, marking and cutting fabric using a paper template. • Selecting a stitch style to join fabric, working neatly by sewing small, straight stitches. • Incorporating fastening to a design.	• Testing and evaluating an end product against the original design criteria. • Deciding how many of the criteria should be met for the product to be considered successful. • Suggesting modifications for improvement. • Articulating the advantages and disadvantages of different fastening types.
Knowledge	**Technical**		
	• To know that a fastening is something which holds two pieces of material together for example a zipper, toggle, button, press stud and velcro. • To know that different fastening types are useful for different purposes. • To know that creating a mock up (prototype) of their design is useful for checking ideas and proportions.		

Art and Design

Year 4			
Term:	**Autumn**	**Spring**	**Summer**
Topic:	**Dragons**	**Weaving**	**Watercolour Landscapes**
Theoretical Knowledge	**Children will know:** • Children will know the basic (primary and secondary) colours in the colour wheel and how to mix them. • Children will understand and use key vocabulary to demonstrate their knowledge and understanding across all areas of art and design.	**Children will know:** • Children will understand and use key vocabulary to demonstrate their knowledge and understanding across all areas of art and design.	**Children will know:** • Children will know about the lives, style and works of art of significant artists, architects, and designers, including **Paul Klee, Georgia O'Keeffe, David Hockney.** • Children will know and be able to identify some of the key painting genres, including landscape. • Children will be able to recognise and know about some of the iconic works of art from the past 500 years, including **Garrowby Hill (David Hockney), Flora on the Heath (Paul Klee)** • Children will understand and use key vocabulary to demonstrate their knowledge and understanding across all areas of art and design.
Technical Knowledge	*Children will develop an understanding of the elements of art and be able to apply them to the creative process. (line, shape, form, colour, value, texture and pattern)* **Children will be able to:** • Develop a sketchbook to record images and ideas of interest and examples of their artwork. • Use sketchbooks to try out ideas and different techniques. Drawing. • Make marks, lines, textures, and patterns with a wide range of drawing implements including graphite pencils, colouring	**Children will be able to:** • Apply weaving techniques to create compositions. • Use a simple weaving loom to create patterned cloth. • Use applique to create decoration and detail to textile compositions.	*Children will develop an understanding of the elements of art and be able to apply them to the creative process. (line, shape, form, colour, value, texture and pattern)* **Children will be able to:** • Develop a sketchbook to record images and ideas of interest and examples of their artwork. • Draw objects to scale and in proportion. • Develop painted compositions from drawings including sketchbook ideas. • Create different effects and textures using a range of brushes, techniques, and paints. • Mix colours based on their knowledge of colour theory, including tints and shades.

Art and Design

	pencils, wax crayons, charcoal, pastels, and pens. • Make decisions about which drawing implements to use and which techniques to apply for the task. • Draw with more accuracy and detail things that they observe. Painting. • Develop painted compositions from drawings including sketchbook ideas with increasing detail and precision. • Create different effects and textures using a range of brushes, techniques, and paints. • Mix colours based on their knowledge of colour theory, including tints and shades. Sculpture • Make decisions about which drawing implements to use and which techniques to apply for the task. • Draw with more accuracy and detail things that they observe.		• Create printing blocks using a range of relief methods and make precise repeating patterns.
Conceptual Knowledge	**Children will understand the creative process through:** • Exploring and developing creative ideas from a range of starting points; adapting and refining ideas as they progress. • Understanding the importance of adapting and refining their work as it progresses. • Practising techniques, making mistakes, and evaluating their own work and the work of others as part of the learning journey. • Using the qualities of materials to enhance ideas. • Commenting on artworks with a fluent grasp of visual language.	**Children will understand the creative process through:** • Practising techniques, making mistakes, and evaluating their own work and the work of others as part of the learning journey. • Creating original pieces that are influenced by studies of others and show a range of influences and styles. • Using the qualities of materials to enhance ideas. • Commenting on artworks with a fluent grasp of visual language.	**Children will understand the creative process through:** • Exploring and developing creative ideas from a range of starting points; adapting and refining ideas as they progress. • Practising techniques, making mistakes, and evaluating their own work and the work of others as part of the learning journey. • Creating original pieces that are influenced by studies of others and show a range of influences and styles. • Commenting on artworks with a fluent grasp of visual language.

Music

Y4	**Adding melody to pulse and rhythm**	Harvest Songs. Preparing Harvest hymns for Church Service integrated with Years 3,5,6. NC1.1, NC1.3, NC1.5 *Whole Class Instrumental tuition* (WCIT) Learning notation and applying sound to musical symbols. Developing skills in relation to rhythm pitch and pulse through learning Brass instruments. NC1.1, NC1.3, NC1.4, NC1.5, NC1.6	Christmas songs and Carols. Learning traditional Christmas Carols integrated with Years 4,5,6 for Junior Carol Service. Christingle Assembly. Pupils continue to respond to more complex rhythms in the Christmas repertoire and perform in assembly for parents. *Whole Class Instrumental tuition* (WCIT) Concert for parents.	*Whole Class Instrumental tuition* (WCIT) NC1.1, NC1.2, NC1.3, NC1.4, NC1.5, NC1.6	*Whole Class Instrumental tuition* (WCIT) NC1.1, NC1.2, NC1.3, NC1.4, NC1.5, NC1.6	MAD Festival movement to music, music appreciation, dance and drama activities through music. NC1.1, NC1.2, NC1.3, NC1.4, NC1.5, NC1.6 WCIT NC1.1, NC1.2, NC1.3, NC1.4, NC1.5, NC1.6	Learning Songs for Charter Assembly Preparing and learning songs for final Year 4 Charter Assembly for parents, using skills established throughout the year. NC1.1, NC1.3, NC1.4, NC1.5, WCIT

	Building Blocks			Strands of Learning			
	Pulse	Rhythm	Melody (and notation)	Active listening	Composing and improvising	Performing	Singing
Year 4	On a tuned instrument, keep a steady pulse in: 2/4, 3/4 and 4/4 time signatures and in different tempos with other pupils playing another ostinato to accompany. NC2.1/ NC2.3	Perform pieces with at least 2 rhythms happening together; recognise and clap back rhythms using single quaver rests. NC2.1/ NC2.3	Perform from and compose using 5 pitched notes (or 4 chords). NC2.1/ NC2.2/ NC2.3/ NC2.4	Compare pieces of music in different traditions; perform music heard aurally that contains 2+ different parts at the same time. NC2.1/ NC2.3/ NC2.5/ NC2.6	Improvise and compose tunes using 5 notes based on basic note values; create more developed rhythmic patterns (around 4 bars). NC2.2	Perform 5+ note melodies (or 4+ chords) and more complex rhythms on tuned instruments. NC2.1	Sing pieces in two parts that have melodies and countermelodies. NC2.1

Year 4

Modern Foreign Languages - Spanish

Year 4					
	Topic	**Listening and Speaking/Oracy**	**Reading and Writing/Literacy**	**Stories, Songs, Poems and Rhymes**	**Grammar**
Autumn 1	My Town	• Children can listen attentively to spoken language and show understanding by joining in and responding. • Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help. • Children speak in sentences, using familiar vocabulary, phrases and basic language structures. • Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. • Children present ideas and information orally to a range of audiences. • Children describe people, places, things and actions orally.	• Children read carefully and show understanding of words, phrases and simple writing. • Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. • Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases. • Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly. • Children describe people, places, things and actions in writing.	• Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. • Children appreciate stories, songs, poems and rhymes in the language.	• Children understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
Autumn 2	Let's Go!				
Spring 1	Shopping				
Spring 2	The Wider World				
Summer 1	My Routine				
Summer 2	Free Time				

Year 4

Personal, Social, Health and Relationships Education

YEAR 4 PSHE and Citizenship (incl. RSE) Medium Term Plan				Health and Wellbeing	Living in the Wider World	Relationships
Term	**Area of the Curriculum**	**Topic/ Unit**	**Lessons**	**About this Unit**		
Autumn 1	Relationships	VIPS	1.Family And Friends 2.Fabulous Friends 3.Is This A Good Relationship? 4.Falling Out 5.What Is Bullying? 6.Stand Up To Bullying	This unit, Very Important Persons, will focus on relationships we have with our VIPs. It will look at friendships, how friendships are formed and maintained, and the qualities of a good friend. The lessons will then move on to disputes and bullying and will address strategies for coping with each of these.		
Autumn 2	Relationship	Digital Wellbeing	1.The Digital World 2.Digital Kindness 3.Do I Know You? 4.Online Information 5.Keep It Private 6.My Digital Wellness	Children will consider what we use the Internet for and the benefits and risks of online activities. Children will learn about screentime and getting a healthy balance between online and offline activities. They will learn about online relationships, including cyberbullying and online stranger danger. Privacy issues will be explored in terms of passwords, personal information and the sharing or forwarding of images and videos. Children will also learn about pressures and challenges that are associated with social media.		
Spring 1	Health and Wellbeing	Safety First	1.New Responsibilities 2.Risks, Hazards And Danger 3.Under Pressure 4.Road Safety 5.Dangerous Substances 6.Stay Safe Online	The children will consider what it means to take responsibility for their own safety. This will include the decisions they make and how they can stand up to peer pressure in a range of situations. They will learn about everyday risks, hazards and dangers and what to do in risky or dangerous situations. They will also learn about road safety and dangerous substances: drugs (including medicines), cigarettes and alcohol. Children will look at e-safety, considering what should never be shared and how to report any concerns about online incidents.		

Year 4

Personal, Social, Health and Relationships Education

Spring 2	Health and Wellbeing	Growing Up	1.Human Reproduction 2.Changes In Boys 3.Changes In Girls 4.Changing Emotions 5.Relationships and Families 6.Where Do I Come From? 7. All About Periods (girls)	This topic builds on children's knowledge of the human body; how we grow and change, both physically and emotionally. Children will learn about their own and others' bodies and how male and female bodies play a part in human reproduction. They will also learn about different relationships and family structures. Girls will also have a lesson on menstruation. Parents have the right to withdraw their child from Lesson 1 (Human Reproduction) and Lesson 6 (Where Do I Come From)
Summer 1	Living in The Wider World	One World	1.Chiwa and Kwende 2.Chiwa's Dilemma (1) 3.Chiwa's Dilemma (2) 4.Chiwa's Sugar 5.Chiwa's World 6.Charity for Chiwa	This unit is based on a case study of a fictional girl called Chiwa, who lives in Malawi. The children will explore different aspects of her life in each lesson. It is inspired by the idea that people's life experiences and opportunities differ throughout the world and that our actions can have both positive and harmful effects on people living in different countries. It aims to enable the children to explore the concepts of inequality and stereotypes and encourages them to reflect on what they can do to help make the world a fairer place. Children will also learn about climate change and its effects, fair trading practices and organisations which help people like Chiwa. They will also learn about how to be a good citizen.
Summer 2	Health and Wellbeing	Think Positive	1.Happy Minds, Happy People 2.Thoughts And Feelings 3.Changes 4.Keep Calm And Relax 5.You're The Boss 6.Always Learning	This unit is designed to build on what the children have already learnt about feelings, both comfortable and uncomfortable and how our attitude towards life can affect our mental health. The lessons centre around themes such as thinking positively and calmly, managing difficult emotions, taking responsibility for decision and developing a growth mindset approach to learning.

Religious Education

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	4.6 Prayer: What is prayer? How do people of world faiths pray? S5 Christian art: How do Christians express their faith through art?	S5 continued 4.2 Christmas Why is Jesus described as the light of the world? Jewish festival of Hanukkah	4.3 Jesus: Why do Christians believe that Jesus is the son of God? Why do Jewish people believe that the Sabbath / Shabbat is so important?	4.3 continued 4.4 Easter: A story of betrayal or trust? What do world faiths say about forgiveness?	4.5 The Church: Are all churches the same? Are all places of worship the same? Do people worship God in the same way?	4.5 continued S12 Peace: What is peace?

Computing

	Computing systems and networks	Creating media	Programming A	Data and information	Creating media	Programming B
Year 4	**The internet** Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.	**Audio production** Capturing and editing audio to produce a podcast, ensuring that copyright is considered.	**Repetition in shapes** Using a text-based programming language to explore count-controlled loops when drawing shapes.	**Data logging** Recognising how and why data is collected over time, before using data loggers to carry out an investigation.	**Photo editing** Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.	**Repetition in games** Using a block-based programming language to explore count-controlled and infinite loops when creating a game.