

## Year 4 Outline

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Science LC</b>					How does the water cycle work?	How does the water cycle work?
<b>History/Geog. LC</b>	What did the Ancient Greeks achieve and how did they influence our lives?	How did the Romans change Britain?	How do some earthquakes cause more damage than others?	How do volcanoes affect people's lives?	How does the water cycle work?	How does the water cycle work?
<b>Key Knowledge</b>	-Greek life and influence on the Western World. <i>(Ancient Greece)</i>	-Know how the Roman occupation of Britain helped advance British society. - Know how there was resistance to the Roman occupation and know about Boudica. -Know about at least one famous Roman emperor. <i>(Chronology)</i>	-Know what causes an earthquake. <i>(Human and Physical Geography)</i>	- Label the different parts of volcano. <i>(Human and Physical Geography)</i>	- Know, name and locate the main rivers in the UK. - Explain the features of a water cycle. - Know why most cities are located by a river. - Use Google Earth to locate a country or place of interest and to follow the journey of rivers.	- Know, name and locate the main rivers in the UK. - Explain the features of a water cycle. - Know why most cities are located by a river. - Use Google Earth to locate a country or place of interest and to follow the journey of rivers.

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<b>Texts to be used</b>	The Trojan Horse – Collins resource pack.	Boudica (How the Romans nearly lost control of Britain) – Collins Resource pack. -Alternative version of Legend.			Various Non–Fiction texts. ( <i>Human and Physical Geography</i> ) ( <i>Skills and Fieldwork</i> )	Various Non–Fiction texts. ( <i>Human and Physical Geography</i> ) ( <i>Skills and Fieldwork</i> )
<b>Creative Arts</b>	Trojan Horse and Ancient Greek Vase etching.	Designing and creating Mosaics with symmetry.		Design Technology – Creating/ Building Volcanoes.	Artwork.	Artwork.
<b>Expressive Arts</b>	PE – Mini Olympics. Drama – Role play. Dance- Greek Olympic Dance.		Drama – Role Play.			
<b>Hook</b>	Trojan Horse story and media clip.		Role play of earthquake using media.	Media Clips.		
<b>Writing Genre</b>	Retell of Story.	Persuasive Informative Retell of Story.	Descriptive Instruction Writing			

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<b>Experiences (visit)</b>						
<b>Outdoor Learning</b>	PE – Olympics.					
<b>Global Neighbours</b>			How Britain helps when natural disaster strikes.	How Britain helps when natural disaster strikes.		
<b>Community</b>					Focus on local/nearby rivers.	
<b>Spiritual Development</b>			Reflect on rescue efforts.	Reflect on rescue efforts.		

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<b>Citizenship</b>						
<b>Homework</b>						

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<p><b>Additional Science</b></p>	<p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> <li>♣ describe the simple functions of the basic parts of the digestive system in humans.</li> <li>♣ identify the different types of teeth in humans and their simple functions.</li> <li>♣ construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> <li>♣ describe the simple functions of the basic parts of the digestive system in humans.</li> <li>♣ identify the different types of teeth in humans and their simple functions.</li> <li>♣ construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<p><u>Electricity:</u></p> <ul style="list-style-type: none"> <li>♣ identify common appliances that run on electricity.</li> <li>♣ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li> <li>♣ 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.</li> <li>♣ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</li> <li>♣ recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>	<p><u>Volcano Experiment (Making our own erupt)</u></p> <p><u>Sound</u></p> <ul style="list-style-type: none"> <li>♣ identify how sounds are made, associating some of them with something vibrating.</li> <li>♣ recognise that vibrations from sounds travel through a medium to the ear.</li> <li>♣ find patterns between the pitch of a sound and features of the object that produced it.</li> <li>♣ find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>♣ recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	<p><u>States of matter:</u></p> <ul style="list-style-type: none"> <li>♣ compare and group materials together, according to whether they are solids, liquids or gases.</li> <li>♣ 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).</li> <li>♣ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	<p><u>States of matter:</u></p> <ul style="list-style-type: none"> <li>♣ compare and group materials together, according to whether they are solids, liquids or gases.</li> <li>♣ 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).</li> <li>♣ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>
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