

Year 4
2019-20

History

Plague- a study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.

Ancient Egypt- the achievements of the earliest civilizations- an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.

Geography

Locational knowledge

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

*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).

Place knowledge

*understand geographical similarities and differences through the study of human and physical geography of a region in a European country.

Human and physical geography- describe and understand key aspects of:

*physical geography, rivers and the water cycle.

*human geography- economic activity including trade links.

Geographical skills and fieldwork

*use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

*use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs.

Science

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

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.

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.

Sound:

*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.

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.

Field journals: Observing a variety of living things in their habitats

Working scientifically skills

PSHE

Core Skills Sex & Relationships
Economic Well-being and Financial capability
Emotional Health and Well-being
Keeping Safe Being Risk taker
Drug Alcohol and Tobacco Awareness
Healthy Lifestyle Taking Part
Its O.K to tell Being Different
Anti-bullying

RE Where can people find guidance on how to lead their lives?

Christianity

Hinduism

Islam

Sikhism

Art & Design

Andy Warhol Georgia O'Keefe

- *to create sketch books to record their observations and use them to review and revisit ideas
- *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- *about great artists, architects and designers in history.

Music

Mamma Mia Glockenspiel stage 2 Stop Lean on Me Blackburn Reflect,

- *play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression *
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- *listen with attention to detail and recall sounds with increasing aural memory
- *use and understand staff and other musical notations *appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- *develop an understanding of the history of music.

French

Intermediate Language Teaching

Presenting Myself

Family

Intermediate Language Teaching

The Tudors or Habitats

At the Café

Intermediate Language Teaching

The classroom

Goldilocks

Design Technology

Design

- *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
- *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- *select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- *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

Evaluate

- *investigate and analyse a range of existing products
 - * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Technical knowledge

- *apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- *understand and use mechanical systems - levers and linkages
- *apply their understanding of computing to program, monitor and control their products.

Cooking & nutrition- prepare and cook a variety of predominately savoury dishes using a range of cooking techniques.

PE

Dance Invasion Games Net/wall OAA
Gymnastics
Striking and Fielding Athletics

- *use running, jumping, throwing and catching in isolation and in combination
- *play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- *develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- *perform dances using a range of movement patterns
- *take part in outdoor and adventurous activity challenges both individually and within a team
- *compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Computing

- *design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- *use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- *use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- * understand computer networks including the internet; how they can provide multiple services, such as the worldwide web; and the opportunities they offer for communication & collaboration.
- *use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- *select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- *use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and