

Year 4		Autumn	Spring	Summer
	Topics	Iron Age Celts / Romans in Britain	Invaders and Settlers / Saxons and Vikings	Mapping Skills/Europe
	Science-Units	<p>Sound and Hearing</p> <ul style="list-style-type: none"> Identify how sounds are made. 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. 	<p>Electricity and Circuits</p> <ul style="list-style-type: none"> Construct a simple series electrical circuit, naming its basic parts. Identify whether or not a lamp will light in a 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. Recognise common conductors and insulators. <p>Digestion and Teeth</p> <ul style="list-style-type: none"> Describe the simple functions of the digestive system in humans. Identify the different types of teeth in humans and their functions. Construct and interpret a variety of food chains. 	<p>Living Things</p> <ul style="list-style-type: none"> 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. Recognise that environments can change. <p>Solids, Liquids and Gases</p> <ul style="list-style-type: none"> 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. Identify the part played by evaporation and condensation in the water cycle.
	Science-Working Scientifically	<p>Working Scientifically:</p> <ul style="list-style-type: none"> Make systematic and careful observations, take accurate measurements using standard units, use a range of equipment. Gather, record, classify and present data in a variety of ways to help in answering scientific questions. Set up simple practical enquiries. (comparative and fair). 		

		<ul style="list-style-type: none"> • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Ask relevant science-based questions and use different types of scientific enquiries to answer them. • Use test results to make predictions; test these predictions by setting up further and comparative fair tests. • Report and present findings from enquiries in oral and/or written forms; when reporting include conclusions' information about causal relationships and explanations of results (including the degree of trust in these). • Identify scientific evidence that has been used to support or refute ideas or arguments. 	
Geography & History	<u>Iron Age Celts/Romans in Britain</u> <ul style="list-style-type: none"> • Investigate the impact of the Roman Empire on Britain. • Understand that my knowledge of the past is constructed from a range of sources. • Address/devise historically valid questions about change, cause, similarity, difference and significance. • Select and organise relevant historical information. 	<u>Invaders and Settlers/Saxons and Vikings</u> <ul style="list-style-type: none"> • Investigate the impact of the Saxon and Viking era in Britain and how it differed from Roman times. 	<u>Mapping/Europe</u> <ul style="list-style-type: none"> • Describe and understand key aspects of human geography including types of settlement, land use, economic activity and trade links. • Use maps, atlases and globes and digital computer mapping to locate countries and describe features. • Present information about physical features using a range of methods including sketch maps, plans, graphs and digital resources.
Computing	E-Safety, Passwords <ul style="list-style-type: none"> • Learn about a number of e-safety matters in a positive way and identify a range of ways to report concerns about content. Create Content <ul style="list-style-type: none"> • Create slides or video refined to suit an audience/purpose 	Create Content <ul style="list-style-type: none"> • Use green screen to create content to suit an audience/purpose Data Handling <ul style="list-style-type: none"> • Create charts from a large data set 	Programming <ul style="list-style-type: none"> • Using code.org, plan and design their own game. • Test the game and make any necessary changes.
Physical Education (PE)	Invasion Sports <ul style="list-style-type: none"> • Play games with some fluency 	Net, Court and Wall Sports <ul style="list-style-type: none"> • Keep up a continuous game, 	Athletics <ul style="list-style-type: none"> • Use a range of skills, e.g.

		<p>and accuracy, using a range of throwing and catching techniques.</p> <ul style="list-style-type: none"> Find ways of attacking successfully when using other skills; use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score. Know the rules of the games; understand that they need to defend as well as attack; understand how strength, stamina and speed can be improved by playing invasion games. <p>Dance</p> <ul style="list-style-type: none"> Respond imaginatively to a range of stimuli related to character and narrative. <p>Gymnastics</p> <ul style="list-style-type: none"> Perform actions, balances, body shapes and agilities with control. 	<p>using a range of throwing and catching skills and techniques.</p> <ul style="list-style-type: none"> Use a small range of basic racket skills; choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent. Choose and use a range of simple tactics for defending their own court. Recognise how net games make the body work; talk about what they do well and recognise things they could do better. <p>Dance</p> <ul style="list-style-type: none"> Use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group. <p>Gymnastics</p> <p>Plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement.</p>	<p>throwing, striking, intercepting and stopping a ball, with some control and accuracy.</p> <ul style="list-style-type: none"> Choose and vary skills and tactics to suit the situation in a game; carry out tactics successfully; set up small games. Know rules and use them fairly to keep games going; explain what they need to do to get ready to play games. To consolidate and improve the quality, range and consistency of the techniques they use for particular activities. <p>Dance</p> <ul style="list-style-type: none"> Refine, repeat and remember dance phrases and dances; perform dances clearly and fluently; show sensitivity to the dance idea and the accompaniment. <p>Gymnastics</p> <ul style="list-style-type: none"> Adapt their own movements to include a partner in a sequence; understand that strength and suppleness can be improved.
	Art	Drawing	3D Modelling	Textiles

		<ul style="list-style-type: none"> To respond to a story as a starting point for imaginative work and apply their experience of drawing materials and processes. To use natural forms as a starting point for artwork and work in response to Kandinsky's Concentric Circles and make detailed, analytical observational drawings. <p>Painting</p> <ul style="list-style-type: none"> To select, construct and work on a multi-shaped and textured surface to mix colours and select appropriate brushes and brush strokes for specific purposes. To make practical responses to the work of Georgia O'Keefe and investigate the techniques used by J.M.W. Turner using wet-on-wet technique. 	<ul style="list-style-type: none"> To investigate different designs of shoes and cast forms using brown, gummed tape. To experiment with clay coils to make a 3D form referencing work from other times, styles and cultures to make a clay pot. <p>Collage</p> <ul style="list-style-type: none"> To respond to the work of Henri Matisse – 'The Dance' and explore the purposes and intentions of the artist Andy Warhol and use collage to produce an individual response within a multiple image. To respond to the facial images produced by the artist Francis Bacon's Distorted Portraits. 	<ul style="list-style-type: none"> To use a variety of folds to produce dip dyed pieces. To respond to the work of the textile artist Michael Brennand-Wood and work, developing knotting and wrapping textile responses. <p>Printing</p> <ul style="list-style-type: none"> To investigate printmaking and transpose designs into mono-prints and press-print relief blocks. To make collagraph blocks using prints as a starting point for designs.
	<p>Design & Technology (D&T)</p>	<p>Textiles</p> <ul style="list-style-type: none"> Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. Know how to strengthen, stiffen and reinforce existing fabrics; understand how to securely 	<p>Mechanical Systems</p> <ul style="list-style-type: none"> Investigate and analyse a range of existing battery-powered products. Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers and apply their understanding of computing to program and 	<p>Food</p> <ul style="list-style-type: none"> Plan the main stages of a recipe, listing ingredients, utensils and equipment. Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.

		<p>join two pieces of fabric together and the need for patterns and seam allowances</p>	<p>control their products.</p>	<ul style="list-style-type: none"> • Know how to use appropriate equipment and utensils to prepare and combine food.
	<p>Religious Education (RE)</p>	<p>Judaism and Christianity</p> <ul style="list-style-type: none"> • Develop religious vocabulary to describe some key features of religions. Know some key religious beliefs, ideas and teachings. • Know the function of objects/ places/ people within religious practices and lifestyles. • Recognise how moral values and religious beliefs can influence behaviour. • Identify religious symbolism as expressed through literature and the arts. 	<p>Belonging to a Religion</p> <ul style="list-style-type: none"> • Demonstrate an understanding that personal experiences and feelings can influence attitudes and actions • Demonstrate some knowledge of the function of objects/ places/people within religious practices and lifestyles. 	<p>Special Books and Sacred Texts</p> <ul style="list-style-type: none"> • Identify questions to which there are no universally agreed answers • Develop their sense of curiosity about life, death, relationships and the natural world and express personal opinions.
	<p>RSE</p>	<p>Growing and changing and Body Changes and Reproduction</p> <ul style="list-style-type: none"> • Describe the main stages of the human life cycle and how the body changes. • Describe the body changes that happen when a child grows up. • Know that during puberty the body changes from a child into a young adult. • Identify some basic facts about pregnancy. 	<p>What is puberty? and Feeling, Thinking and Doing – Changing Relationships</p> <ul style="list-style-type: none"> • Know the physical changes that happen in puberty. • Know that each person experiences puberty differently. • Identify feelings and understand how they affect behaviour. • Show awareness that feelings change during puberty and these changes can affect our relationships. 	<p>Assertiveness and Your Questions Answered</p> <ul style="list-style-type: none"> • Practise being assertive in different situations. • Answer questions about puberty and growing up. • Use appropriate language to discuss puberty.

How you can help at home, useful resources

Autumn: Iron Age Celts/Romans

<http://resources.woodlands-junior.kent.sch.uk/homework/timeline/romans.htm>

<http://www.primaryhomeworkhelp.co.uk/Romans.html>

http://www.schoolsliaison.org.uk/kids/access/rome/index_rome.htm

<http://www.bbc.co.uk/wales/celts/>

<https://www.topmarks.co.uk/Search.aspx?q=iron%20age%20celts>

Spring: Invaders and Settlers/Anglo Saxons and Vikings

<http://www.bbc.co.uk/education/topics/zxsbcdm>

<https://www.everyschool.co.uk/history-key-stage-2-anglo-saxons.html>

<https://www.jorvikvikingcentre.co.uk/the-vikings/>

Summer: Europe/Mapping Skills

<http://www.bbc.co.uk/education/topics/zgv39j6/resources/1>

<http://www.ducksters.com/geography/europe.php>

<https://www.ordnancesurvey.co.uk/mapzone/>