

Class Year 4

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Guided Reading	Firework Maker's Daughter	A Medal for Leroy	A Medal for Leroy	Max and The Millions	Max and The Millions	The Suitcase Kid
Maths	Number to 10,000 Addition and Subtraction within 10,000 Mult and Division	Further Mult and Division	Graphs Fractions Time Decimals	Money Mass, Volume and Length Area of Figures	Position and Movement Geometry Roman Numerals	Revision / assessment
Science	<p>Electricity <u>NC Objectives:</u> -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.</p>	<p>Sound <u>NC Objectives:</u> -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.</p>	<p>Explorify / unts and investigation work.</p>	<p>Animals including humans <u>NC Objectives:</u> -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.</p>	<p>Living things and their habitats <u>NC Objectives:</u> -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.</p>	<p>States of matter <u>NC Objectives:</u> -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.</p>

<p>History</p>		<p><u>History</u></p> <p>A local history study <u>The Great Plague and Fire of London</u></p> <p>-a depth study linked to one of the British areas of study listed above -a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p>	<p><u>History</u></p> <p>The achievements of the earliest civilizations</p> <p>-an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p>		<p><u>History</u></p> <p>A local history study</p> <p>Houses during the Industrial Revolution and now.</p>	
<p>Geography</p>	<p><u>Geography</u></p> <p>Rivers and water cycles <u>Human and physical geography</u></p> <p>-describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>-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</p>			<p><u>Geography</u></p> <p>Place knowledge <u>Contrasting Regions- England and France</u></p> <p>-understand 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</p>		<p><u>Geography</u></p> <p>Geographical skills and fieldwork <u>Map Work – Kem Mill</u></p> <p>-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - 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</p> <p>-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, and digital technologies.</p>
<p>Art</p>	<p><u>Art - Picasso</u></p>			<p><u>Art – Van Gogh</u></p> <p>Landscape Painting</p>		<p><u>Art – Egyptians</u></p> <p>Sculptures</p>

	<p>Drawing, and Digital Media</p> <p>Portraits Pastels. Make informed choices in drawing inc. paper and media. -Alter and refine drawings and describe changes using art vocabulary. -Collect images and information independently in a sketchbook. -Use research to inspire drawings from memory and imagination. -Explore relationships between line and tone, pattern and shape, line and texture.</p>			<p>-Make and match colours with increasing accuracy. -Use more specific colour language e.g. tint, tone, shade, hue. -Choose paints and implements appropriately. -Plan and create different effects and textures with paint according to what they need for the task. - Show increasing independence and creativity with the painting process.</p>		<p>-Make informed choices about the 3D technique chosen. -Show an understanding of shape, space and form. -Plan, design, make and adapt models. -Talk about their work understanding that it has been sculpted, modelled or constructed. -Use a variety of materials.</p>
D&T		<p><u>DT – Mechanism and light up.</u></p> <p>-understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] -apply their understanding of computing to program, monitor and control their products.</p> <p>NEEDS REPLANNING</p>	<p><u>DT - Textiles</u></p> <p>-Understanding contexts, users and purposes -Generating, developing, modelling and communicating ideas - select, use and explore a variety of materials, tools and techniques - identify the strengths and areas for development in their ideas and products consider the views of others, including intended users, to improve their work</p>		<p><u>DT – Food</u></p> <p>understand and apply the principles of a healthy and varied diet</p> <p>-prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques -understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	
RE	<p>Sikh Dharma <i>How should we live our lives?</i></p>	<p>God – Light <i>How should we live our lives?</i></p>	<p>Hindu Dharma <i>How should we live our lives?</i></p>	<p>Christianity Jesus <i>How should we live our lives?</i></p>	<p>Islam <i>How should we live our lives?</i></p>	<p>Christianity – The Church <i>How should we live our lives?</i></p>
PSHE	<p><u>Relationships</u> Families and friends</p>	<p><u>Relationships</u> Families and friends</p>	<p><u>Living in the Wider World</u> Belonging to a Community</p>	<p><u>Living in the Wider World</u> Belonging to a Community</p>	<p><u>Health and Wellbeing</u></p>	<p><u>Health and Wellbeing</u></p>

	Safe Relationships Respecting Ourselves and Others.	Safe Relationships Respecting Ourselves and Others.	Media Literacy Money and Work	Media Literacy Money and Work	Physical Health and Wellbeing Growing and Changing Keeping Safe	Physical Health and Wellbeing Growing and Changing Keeping Safe
Computing	<p><u>Collaborative Learning</u></p> <p>Selecting using and combining a variety of software to design and create a range of programs, systems and content that accomplish given goals.</p> <p>Understanding opportunities offered by the World Wide Web for communication and collaboration</p> <p>Online Safety</p> <p>Describe how to search over multiple platforms and are aware of the accuracy of the results presented.</p> <p>Describe some of the methods used to persuade people to buy online.</p> <p>Explain the difference between fact, opinion and belief and recognise these online.</p> <p>Explain what a bot is and give examples of different bots.</p> <p>Explain some positive and negative distractions of using technology and small strategies on how to reduce the amount of time spent on technology.</p>	<p><u>Website Design</u></p> <p>Selecting using and combining a variety of software to design and create a range of programs, systems and content that accomplish given goals.</p> <p>Understanding opportunities offered by the World Wide Web for communication and collaboration.</p> <p>Online Safety</p> <p>Describe how to search over multiple platforms and are aware of the accuracy of the results presented.</p> <p>Describe some of the methods used to persuade people to buy online.</p> <p>Explain the difference between fact, opinion and belief and recognise these online.</p> <p>Explain what a bot is and give examples of different bots.</p> <p>Explain some positive and negative distractions of using technology and small strategies on how to reduce the amount of time spent on technology.</p>	<p><u>Programming 1 Further Coding (Espresso Coding)</u></p> <p>Understand how to create a simple script in Scratch – be able to change sprite and prevent the sprite from rotating.</p> <p>Use decomposition to identify key features and understand how to decipher actions that make the quiz game work.</p> <p>Understand what a variable is and how to use the 'say' and 'ask' blocks.</p> <p>Create a variable and be able to use a variable to record a score.</p> <p>Understand what a variable is and how it works within a program.</p> <p>Online Safety</p> <p>Describe how to search over multiple platforms and are aware of the accuracy of the results presented.</p> <p>Describe some of the methods used to persuade people to buy online.</p> <p>Explain the difference between fact, opinion and belief and recognise these online.</p>	<p><u>HTML</u></p> <p>Add text between the heading and paragraph tags. Easily activate the goggles to investigate a web page. Explain how they altered the HTML to create their own posters. Change the colours and sizes of their object elements. Explain how they created their story. Adapt the basic elements of a story within a web page using the 'Inspect Elements' tool. Change an image within a web page and create their own news story, replacing the text and images of a webpage.</p> <p>Online Safety</p> <p>Describe how to search over multiple platforms and are aware of the accuracy of the results presented.</p> <p>Describe some of the methods used to persuade people to buy online.</p> <p>Explain the difference between fact, opinion and belief and recognise these online.</p> <p>Explain what a bot is and give examples of different bots.</p> <p>Explain some positive and negative distractions of using technology and small strategies on how to reduce</p>	<p><u>Investigating Weather</u></p> <p>Understanding why some sources are more trustworthy than others.</p> <p>Understanding the role of inputs and outputs in computerised devices</p> <p>Online Safety</p> <p>Describe how to search over multiple platforms and are aware of the accuracy of the results presented.</p> <p>Describe some of the methods used to persuade people to buy online.</p> <p>Explain the difference between fact, opinion and belief and recognise these online.</p> <p>Explain what a bot is and give examples of different bots.</p> <p>Explain some positive and negative distractions of using technology and small strategies on how to reduce the amount of time spent on technology.</p>	<p><u>Programming 2 Computational Thinking (Espresso Coding)</u></p> <p>Understand that problems can be solved more easily using computational thinking.</p> <p>Understand what the different code blocks do and create a simple game.</p> <p>Understand the terms 'pattern recognition' and 'abstraction' and how they help to solve a problem.</p> <p>Create a Scratch program which draws a square and at least one other shape.</p> <p>Understand how computational thinking can help to solve problems and apply computational thinking to problems they face.</p> <p>Online Safety</p> <p>Describe how to search over multiple platforms and are aware of the accuracy of the results presented.</p> <p>Describe some of the methods used to persuade people to buy online.</p> <p>Explain the difference between fact, opinion and</p>

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Music	Changes in pitch, dynamics and tempo: Rivers		Samba & carnival sounds and instruments: South America		Body and tuned percussion: Rainforests	
PE	Invasion Games - Netball Year 3/4 OAA - Team Work & Problem Solving	The Plague Dance Gymnastics 1	Gymnastics 2 Sparks Might Fly Dance	Dodgeball Net and Wall 1	Boccia Handball	Cricket and fielding Net and Wall 2
Subject Links	Geography linked with Explanation Texts. (Water Cycle)	History linked with Fairy Tales. (Pied Piper)	History linked with Information Booklets. (Egypt)	Art linked to Geography contrasting regions and ICT using Paint	Music linked with History Science linked with History – recognising environments change	
Personalisation	Lake District	London. Capital of England	Persuasion (adverts) are linked to likes and interests in Year 4	England and France. Links to language taught at Manor Road.	Architecture in Preston and Chorley French linked to Science – Animals	Preston and Chorley