

Year 4	Autumn Term		Spring Term	Summer 1	Summer 2
Science	<u>Digestion and food</u> Children will describe the function of key organs in the digestive system. They will identify the types of human teeth to create their own model and investigate factors that impact our dental health. Children will also compare human teeth to other animals' and consider this in the light of prior knowledge about predators, prey and food chains. Children take on the role of a naturalist investigating animal faeces for clues about diet, digestion and dentition.	<u>Electricity and circuits</u> Children will explore appliances that use electricity in their setting, learn how to work with electricity safely and build circuits. They will investigate electrical conductors and insulators and explore the relationship between the number of bulbs and bulb brightness. Children will also study real scenarios and historical discoveries inform children about scientific progression and home safety.	<u>States of matter</u> Children will investigate the properties of solids, liquids and gases and learn about the different states of matter. They will explore changes of state using relatable examples and use this to explain changes to water through the water cycle. Children will also investigate the relationship between temperature and rate of evaporation while broadening their experience of working scientifically.	<u>Sound and vibrations</u> Children will explore different ways of producing sounds and learn about the relationship between vibrations and what they hear. They will use examples of echolocation to develop their understanding of how sound travels between objects and investigate the role of insulation to protect our ears. Children will also explore how pitch and volume can be altered and make their own musical instruments to demonstrate these principles.	<u>Classification and changing habitats</u> Children will identify different ways living things can be grouped and make classification keys to explore which grouping methods are most effective. They will study ways that habitats may change over time and understand that humans can have both positive and negative effects on their surroundings.
Design Technology	<u>Electrical Systems: Torches</u> Children will apply their scientific knowledge of electrical circuits to create a torch, designing and evaluating their product against set design criteria.		<u>Mechanical Systems: Making a Slingshot Car</u> Children will transform lollipop sticks, wheels, dowels and straws into a moving car. They will make a launch mechanism, design and make the body of a vehicle using nets and will assemble these to a chassis.	<u>Structure: Pavilions</u> Children will explore pavilion structures and what they are used for. They will investigate how to create strong and stable structures before designing and creating their own pavilions, complete with cladding.	

Art and Design	<u>Drawing: Power Prints</u> Children will use everyday electrical items as a starting point to develop an awareness of composition in drawing. They will combine media for effect when developing a drawing into a print.		<u>Painting and Mixed Media: Light and Dark</u> Children will develop their colour mixing skills, using shades and tints to show form and create three dimensions when printing. They will learn about composition and plan their own still life to paint, applying chosen techniques.		<u>Craft and Design: Fabric of Nature</u> Children will develop skills in textile techniques. They will explore the beauty of the natural world to create stunning visual art inspired by the striking colours, pattern and textures of rainforest animal and insect life.	
Geography	<u>Rainforests</u> Children will focus on the link between biomes and climate. They will locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics. They will investigate the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions. Children will learn about the people who live in the rainforest and discuss the impact of human activity locally and globally.		<u>Food</u> Children will look at the distribution of the world's biomes and map food imports from around the world. They will learn about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans. They will explore where the food for their school dinners comes from and the pros and cons of local versus global.		<u>Rivers</u> Children will develop an understanding of the water cycle by investigating and recording different weather phenomena. Through mapping the world's major rivers, children will learn about the features and courses of a river. They will study a local river as fieldwork and learn about the ways in which humans interact with and use rivers locally and in a contrasting environment.	
History	<u>Children's Lives in the Past</u> Children will investigate the changes in children's lives through time, learning about how spare time, children's health and work have changed. They will learn about a day in the life of a working child before learning about the significance of Lord Shaftesbury and his impact on schools and working conditions.		<u>British History: Invaders and Settlers</u> Children will develop their understanding of why people invade and settle by exploring the Anglo-Saxon invasion and Viking raids. They will learn about Anglo-Saxon beliefs and how Christianity spread. They will investigate Anglo-Saxon settlements and investigate how the period of Anglo-Saxon rule came to end.		<u>Ancient Maya</u> Children will extend their knowledge of civilisations by comparing the Maya to Britons. They will develop their chronological awareness of how the Maya fit into the timeline of mankind. Children will learn about the achievements of the Maya and make contrasts to experience of the people of Britain at this time. Deepening their understanding of the growth of empires, they will also learn about why the Maya Empire declined.	
RE Links to the 24 Dispositions	<u>Expressing Joy</u> Diwali - story and celebration <u>Being Thankful</u> Harvest Naming ceremonies Parents as a gift Sacredness of cows	<u>Being Reflective and Self Critical</u> Prince Siddhartha and the Four Sights and Four Noble Truths Meditation <u>Being Curious and Valuing Knowledge</u>	<u>Being Modest and Listening to Others</u> The story of the wise and foolish builders Historic and contemporary faith and behaviour stories Salah	<u>Being Merciful and Forgiving</u> The story of the Unforgiving servant Joseph and his brothers The Easter story	<u>Living by rules</u> The Ten Commandments Jesus' summary of the ten Commandments Salah	<u>Being Imaginative and Exploratory/Appreciating Beauty</u> Diversity and uniqueness of the natural world The Big Bang theory Intelligent Design Theory Creation Stories

		Prophecies concerning the birth of Jesus Holy Scriptures Belief in God	<u>Creating Inclusion Identity and Belonging</u> Clothes Pilgrimage	<u>Responding to suffering</u> Zakah The Golden Rule The Easter story	<u>Being Temperate, Self-Disciplined and Seeking Contentment</u> The life of a historical person in relation to their religious views	
Skills Builder	<u>Brilliant books</u> In this unit children will run a campaign to get their school reading. <u>Essential Skills</u> Problem Solving, Listening and Aiming High		<u>Number Crunching</u> In this unit children will use their Maths skills to create a new chocolate brand. Children will then use a computer aided programme to make packaging for chocolate. <u>Essential Skills</u> Presenting, Problem Solving and Staying Positive		<u>Design Company</u> In this unit children will explore the world of graphic design by designing their own brand of t-shirts. <u>Essential Skills</u> Creativity, Leadership and Teamwork	
Relationship and Health Education	<u>Understanding and Appreciating Positive Relationships</u> Children will learn what makes a positive and healthy relationship. They will learn that there are different types of bullying and how and when it occurs. Children will further develop their understanding of mental health and wellbeing and understand that people may experience and recover from mental ill health in the same way as physical ill health. They will learn how to seek support if they need help. They will learn how to keep safe, knowing that the body gives signals when in danger and understand that it is important to think about risk. Children learn that there are different types of touch that people like and dislike.					
Paths	<u>Unit 1: Getting Started and Introduction</u> Children will learn about the importance of co-operative learning skills and listening to others. <u>Unit 2: Feelings and Relationships</u> Children will revisit recognising and controlling anger and using the control signals poster and do more work on problem solving. They will consider the intensity of feelings, the uniqueness of individuals and themselves and various aspects of friendship. They will learn what gossip is and how to avoid it.		<u>Unit 3: Making Good Decisions</u> Children will learn about all aspects of making good decisions, being able to refuse someone and looking at consequences and thinking ahead. <u>Unit 4: Being Responsible and Caring for Others</u> Children will learn about responsible behaviours and how these impact on their own experiences and that of others. They will learn how caring, and kindness is important.		<u>Unit 5: Problem Solving</u> Children will learn and apply their problem solving skills and strategies; identifying the problem, considering different points of view, identifying goals, generating solutions and dealing with difficult problems.	
Music	<u>Samba and Carnival Sounds</u> Children will learn to recognise and	<u>Rainforests</u> Children will learn to identify structure and texture in music using	<u>Rock and Roll</u> Children will learn about the history of rock and roll	<u>Hanami Festival</u> Children learn to describe the festival of Hanami using words and	<u>The Romans</u> Children will sing in tune and in time. They will understand what a	<u>Rivers</u> Children will learn to sing in two parts using expression and dynamics.

	identify the key features of samba music They will understand and play syncopated rhythms as part of a group	different pieces that represent the Rainforest.	music. They will learn to perform with a sense of style, playing a walking bass line on tuned percussion.	sounds. They will represent a blossom tree using sounds and performing and evaluating their compositions.	musical motif is. They will compose and notate a motif.	They will recognise key elements of music. They will learn how to perform a vocal ostinato.
Computing	<p><u>Coding (CS)</u> Children will design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p><u>Online Safety (DL/CS)</u> Children will use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><u>Writing for Different Audiences (IT)</u> Children will select, use and combine a variety of software to design and create a range of content that will accomplish given goals.</p>		<p><u>Logo (IT/CS)</u> Children will use sequence, selection and repetition in programs, work with variables and various forms of input and output.</p> <p><u>Animation (IT)</u> Children will select, use and combine a variety of software to create a range of programs, systems and content that accomplish given goals.</p> <p><u>Effective Searching (IT)</u> Children will use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>		<p><u>Hardware Investigators (CS)</u> Children will understand and learn about computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web.</p> <p><u>Making Music (IT)</u> Children will identify and discuss the main elements of music and use this knowledge to compose a piece of electronic music on the computer.</p> <p><u>Artificial Intelligence (IT)</u> Children will understand what is meant by artificial intelligence and consider ways in which it can help us in our lives. Through discussion, they will consider the future of AI.</p>	
PE	<p><u>Gymnastics</u> Children will develop performance skills considering the quality and control of their sequences.</p> <p><u>Tennis</u> Children will learn to play in a continuous game. They will develop their basic racket skills.</p>	<p><u>Dance</u> Children will focus on creating characters and narrative through movement and gesture.</p> <p><u>Hockey</u> Children will begin to learn the rules of hockey, how to hold the hockey stick, dribble, pass and shoot.</p>	<p><u>Yoga</u> Children will show control when moving into yoga poses, demonstrating good balance and control.</p> <p><u>OAA</u> Children will learn to navigate their way around the school's markers,</p>	<p><u>Dodgeball</u> Children will improve on key skills used in dodgeball such as throwing, dodging, and catching.</p> <p><u>Netball</u> Children will develop the key skills such as defending, attacking, throwing, catching and shooting. They will learn</p>	<p><u>Ball Skills</u> Children will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target and dribbling.</p> <p><u>Tag Rugby</u> Children will begin to learn the rules to play Tag Rugby. They will play a range of games,</p>	<p><u>Fitness</u> Children will learn to understand different components of fitness, speed, stamina, strength, coordination, balance and agility.</p> <p><u>Athletics</u> Children will be able to experience running for distance, sprinting, relay,</p>

			so they are able to set the map. They will follow and set detailed instructions and communicate with others	to use a range of different passes.	developing strategies and social skills.	long jump, vertical jump and javelin.
French	<u>Portraits</u> Children will learn to use adjectives. They will understand, say and write descriptive sentences.	<u>Clothes - Getting dressed in France</u> Children will learn to recognise and use vocabulary related to items of clothes and colour.	<u>French Numbers, Calendars and Birthdays</u> Children will learn French numbers 1-31, days of the week, months of the year and seasons.	<u>French Weather and the Water Cycle</u> Children will learn phrases to describe the weather. They will count in multiples of ten in French.	<u>French Food - Miam, Miam!</u> Children will begin to understand a conversation in French. They will read and say; amounts of money, names of shops and food.	<u>Eurovision Song Context</u> Children will use their vocabulary from year 3 and 4 to compose and perform a song in French.