













	Autumn Term September – December 2023		Spring Term January – April 2024		Summer Term May – July 2024	
<b>English</b> 	Traditional Tales: The Wolf’s Secret Reporting: Saving Species Poems by the same Poet: Michael Rosen		Stories on a Theme: Daily Life Information Texts: Water Anthologies: Poetry for Change		Classic Fiction: Harry’s Mad Information Texts: Transport Classic Poems: Fun with Sounds and Images	
<b>Maths</b> 	Place value Addition and subtraction Multiplication and division	Place value Addition and subtraction Multiplication and division	Multiplication and division Length and perimeter Fractions Mass and capacity	Multiplication and division Length and perimeter Fractions Decimals	Decimals inc. money Time Statistics Properties of shape	Decimals inc. money Time Statistics Properties of shape Position and direction
<b>History</b> 	<b>Stone age to Iron Age</b> <ul style="list-style-type: none"> <li>Know how Britian changed between the beginning of the Stone Age and the Iron Age</li> <li>Know the main differences between the Stone, Bronze and Iron ages</li> <li>Know what is meant by ‘hunter gatherers’</li> </ul>		<b>Vikings</b> <ul style="list-style-type: none"> <li>Know how Britian changed between the end of the Roman occupation and 1066</li> <li>Know about how the Anglo-Saxons attempted to bring about law and order</li> <li>Know that Britian was divided into many kingdoms and how this led to county boundaries today</li> <li>Use a timeline to show when they were in England</li> </ul>		<b>The Romans</b> <ul style="list-style-type: none"> <li>Know how Britian changed from the Iron Age to the Roman Occupation</li> <li>Know how the Roman occupation of Britian helped to advance British Society</li> <li>Know how there was resistance to Roman occupation and know about Boudica</li> <li>Know about at least one Roman emperor</li> </ul>	
<b>Geography</b> 	<b>Eastern Europe</b> <ul style="list-style-type: none"> <li>Know the names of at least eight European cities and their capitals</li> <li>Know the main landscapes and climates of Europe</li> <li>Know the main facts about an Eastern European country</li> </ul>		<b>Rainforests</b> <ul style="list-style-type: none"> <li>Explain the features of the water cycle                             <ul style="list-style-type: none"> <li>Know where the rainforests are</li> </ul> </li> <li>Know the different layers of a rainforest                             <ul style="list-style-type: none"> <li>Know why it is important to protect rainforests</li> </ul> </li> </ul>		<b>The UK</b> <ul style="list-style-type: none"> <li>Know the name of at least eight counties</li> <li>Know the main mountain ranges in the UK                             <ul style="list-style-type: none"> <li>Know the main rivers in the UK</li> </ul> </li> </ul>	

<p><b>Science</b></p> 	<p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>• Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties;</li> <li>• Describe in simple terms how fossils are formed when things that have lived are trapped within rock;</li> <li>• Recognise that soils are made from rocks and organic matter;</li> </ul> <p><b>Animals inc humans</b></p> <ul style="list-style-type: none"> <li>• Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat;</li> <li>• Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>	<p><b>Scientists and inventors</b></p> <ul style="list-style-type: none"> <li>• Rosalind Franklin</li> <li>• Nikola Tesla</li> <li>• Louis Pasteur</li> <li>• Zhang Heng</li> </ul> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers;</li> <li>• Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant;</li> <li>• Investigate the way in which water is transported within plants;</li> <li>• Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	<p><b>Forces and magnets</b></p> <ul style="list-style-type: none"> <li>• Compare how things move on different surfaces;</li> <li>• Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance;</li> <li>• Observe how magnets attract or repel each other and attract some materials and not others;</li> <li>• Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials;</li> <li>• Describe magnets as having 2 poles;</li> <li>• Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</li> </ul> <p><b>Light</b></p> <ul style="list-style-type: none"> <li>• Recognise that they need light in order to see things and that dark is the absence of light;</li> <li>• Notice that light is reflected from surfaces;</li> <li>• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes;</li> <li>• Recognise that shadows are formed when the light from a light source is blocked by an opaque object;</li> <li>• Find patterns in the way that the size of shadows change.</li> </ul>
<p><b>Computing</b></p> 	<p><b>Computing Systems and Networks: The Internet</b></p> <p>In this unit learners will apply their knowledge and understanding of networks, to appreciate</p>	<p><b>Creating Media – Photo Editing</b></p> <p>Learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused.</p>	<p><b>Programming – Repetition in shape</b></p> <p>This unit is the first of the two programming units in Year 4, and looks at repetition and loops within programming. Pupils will create</p>

	<p>the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.</p> <p><b>Creating Media – Audio Production</b> Learners will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers.</p>	<p>They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.</p> <p><b>Data and Information – Data Logging</b> In this unit, pupils will consider how and why data is collected over time. Pupils will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data. Towards the end of the unit, pupils will pose questions and then use data loggers to automatically collect the data needed to answer those questions.</p>	<p>programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.</p> <p><b>Programming – Repetition in games</b> This unit explores the concept of repetition in programming using the Scratch environment. It begins with a Scratch activity similar to that carried out in Logo in Programming unit A, where learners can discover similarities between two environments. Learners look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.</p>
<p><b>RE</b> </p>	<p>How special is the relationships Jews have with God? What is the most significant part of the Nativity story for Christians today?</p>	<p>How important is it for Jewish people to do what God asks them to do? Is forgiveness always possible for Christians?</p>	<p>What is the best way for a Jew to show commitment to God? Do people need to go to church to show they are Christians?</p>
<p><b>Art</b> </p>	<p><b>Cave Art</b> <b>Visual element:</b> line, mark, shape, colour, texture <b>Artist:</b> Cave Art from Chauvet Cave, Lascaux, Altamira <b>Process:</b> charcoal drawing, soft pastel drawing, painting with natural pigments <b>Final artwork:</b> painting of an animal</p>	<p><b>Drawing with Scissors</b> <b>Visual element:</b> shape, pattern, colour <b>Artist:</b> Henri Matisse <b>Process:</b> mixed media drawing, collage <b>Final artwork:</b> collage composition</p>	<p><b>Figures in a Landscape</b> <b>Visual element:</b> line, form, space <b>Artist:</b> Ancient statues, A. Gormley, B. Hepworth <b>Process:</b> drawing, clay sculpture (figure impressions), 3D mixed- media (wire, Modroc) <b>Final artwork:</b> Mix- media sculpture of a figure</p>

<p><b>Design and Technology</b></p> 	<p><b>Structure Building</b></p> <p>Pupils will look at different types of structures and explore and evaluate them, they will generate their own designs using appropriate tools and materials to create and build their own design.</p>	<p><b>Textiles – Making a Bag</b></p> <p>Pupils will understand the techniques used to design and sew a textile bag. They will design, make and evaluate their own designs.</p>	<p><b>Mechanical – Gears and Pulleys</b></p> <p>Pupils will understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>
<p><b>PE</b></p> 	<p>Football Tag rugby</p>	<p>Hockey Basketball Swimming</p>	<p>Athletics Tennis</p>
<p><b>Music</b></p> 	<p><b>Writing Music Down</b></p> <p>Long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols. These symbols can be written on a staff and named with special musical names. This helps us to remember what we are going to sing and play. Explore the notes, crotchets and minims within the music you learn. See how these notes can fit on the lines and spaces of a staff.</p> <p><b>Playing in a Band</b></p> <p>Playing together in a band is fun and exciting! Try to read the notation of one of the easy instrumental parts when playing together in this unit. In music, the steady beat is organised by time signatures which tell us how many beats there are in each bar. What are the time signatures of the music you are playing? When people sing or use instruments to play two or more different pitches that sound at the same time, we can hear harmony in music. Explore singing and playing instruments together to create these beautiful sounds.</p>	<p><b>Composition</b></p> <p>Use your imagination when creating your compositions in this unit. What do you see when you close your eyes? Can you write a melody or find sounds that represent the story you want to tell?</p> <p><b>Musical Styles</b></p> <p>Music, with all its styles, has changed and shaped lives around the world. When you listen to music and it changes from loud to quiet or quiet to loud, it can be very exciting! We call these changes ‘dynamics’. Loud sounds are called ‘forte’, and quiet sounds are called ‘piano’. Explore these changes in dynamics within the music in this unit.</p>	<p><b>Improvisation</b></p> <p>Exploring the structure of songs is interesting and important. There are patterns in songs that you will recognise. Listening, singing, playing and improvising are some of them. Introduction, verse, and chorus are some more. You will improvise over a section of the song. Can you work out where you will improvise in the songs in this unit? Can you identify sections of the music that change or repeat?</p> <p><b>Opening Night</b></p> <p>Have fun planning your performance! Create and present a performance with an understanding of the songs you are singing and where they fit in the world. Present what has been learnt in the lesson with confidence.</p> <p>If you want to create your own band, use the simple band parts provided. Every instrument is there!</p>

<p><b>PSHE</b></p> 	<p><b>TEAM</b></p> <p>Enable children to identify the impact their actions have on the team they are working in. Children learn about successful teamwork skills, being considerate of others in the team and how to positively resolve any conflicts that occur. They will also learn about their individual responsibilities towards teams they work in and how new starts, such as starting a new school year, may feel and how they can support each other in this.</p> <p><b>Diverse Britain</b></p> <p>Inspired by the idea that we live in a diverse, multicultural and democratic society and that this is important and brings many benefits. It aims to enable the children to identify that they should be respectful of difference. Children learn about: British people, rules, the law, liberty and what living in a democracy means, the importance of being tolerant of differences within their society.</p>	<p><b>Safety First</b></p> <p>Taking responsibility for the decisions they make and how to stand up to peer pressure in a range of situations. Learn about everyday risks, hazards and dangers and what to do in risky or dangerous situations, road, water and rail safety and dangerous substances: drugs (including medicines), cigarettes and alcohol. Children will look at first aid, exploring how to deal with common injuries and what to do to respond to emergency situations.</p> <p><b>One World</b></p> <p>Enable the children to explore the concepts of inequality and stereotypes and encourages them to reflect on what they can do to help make the world a fairer place. Children also learn about climate change and its effects, fair trading practices and organisations that help people. They will also learn about how to be a good global citizen.</p>	<p><b>Growing Up</b></p> <p>How we grow and change, both physically and emotionally. Children will learn about their own and others' bodies and how male and female bodies play a part in human reproduction. They will also learn about different relationships and family structures.</p> <p><b>Aiming High</b></p> <p>Focus on goals and aspirations. Discuss achievements accomplished, identify ways of applying a growth mind-set to new challenges and learn about the importance of resilience, share aspirations for future goals, consider different jobs and careers, explore some of the difficulties faced by stereotyping, think about the specific skills they might wish to develop in order to achieve their short, mid and long-term goals.</p>
<p><b>French</b></p> 	<p><b>Shapes</b></p> <p>In this unit pupils will learn 10 common shapes and also the numbers 1-5. By the end of the unit pupils will be able to recognise, recall, remember and spell up to ten shape nouns with their indefinite article.</p> <p><b>Musical Instruments</b></p> <p>In this unit pupils will learn 10 familiar instruments and be introduced to the 1<sup>st</sup> person singular high frequency verb 'I play' in the foreign language. By the end of the unit pupils will be able to recognise, recall, remember and spell up to 10 instruments with their definite article. This is one of the first</p>	<p><b>Vegetables</b></p> <p>In this unit pupils will learn 10 common vegetables in their plural form with their definite articles. They will learn the basic transactional language required take part in a role-play activity based on buying different quantities of vegetables from a market stall.</p> <p><b>Ancient Britain</b></p> <p>In this unit pupils will be taught three high frequency verbs in the 1st person singular form. The verbs are: 'to be', 'to have' and 'to live'. Through the medium of this period of history, pupils will pretend to be characters from the Stone, Bronze and Iron Ages. By the end of the unit pupils will be able to say / write who they are, where they live and which hunting tool</p>	<p><b>In Class</b></p> <p>By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary and a better understanding of the negative form, demonstrating a growing ability to create independent responses.</p> <p><b>Goldilocks</b></p> <p>By the end of this unit pupils will have the knowledge and skills to present both orally</p>

	sentence building units where pupils will have the knowledge and skills to create short phrases with the verb 'I play' plus the instrument nouns and determiners.	they use, incorporating the three high frequency verbs in their phrases.	and in written form about what they have and do not have in their pencil cases and/or school bag in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary and a better understanding of the negative form, demonstrating a growing ability to create independent responses.
--	---	--	--