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|  | Year Four 2021-22 | | | | | | | | |
|  | Autumn 1 (8 Weeks) | Autumn 2 (7 weeks) | | Spring 1 (7 weeks) | | Spring 2 (6 weeks) | | Summer 1 (5 weeks) | Summer 2 (7 weeks) |
| Topic | The Romans | | | Rio de Janiero | | | | The Vikings | |
| Key Dates |  |  | | World Book Day  03.03.21 | |  | |  |  |
| Experiences | * Merton Park | | | * Samba band | | | | * Yorvic Centre | |
| Texts | The Thieves of Ostia | | | Journey to the River Sea | | | | Iron Man | |
| Literacy | Non-Chronological Report  Crime Report  Persuasive Advert  Narrative | | | Debate  Narrative  Explanation Text  Non-chronological Report | | | | Newspaper Report  Diary  Persuasive Letter  Instructions | |
| Science | * 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. | | | * 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 | | * 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. | | * 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. | * 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. |
| History | * Understand the concept of change over time. * Create general timeline to show where period studied falls into within a longer timeline, detailed timeline of events and/or people of the period using dates and terms. * Create different timelines following a theme. * Use evidence to ask questions and find answers to questions about the past. * Suggest suitable sources of evidence for historical enquiries. * Suggest why certain events have happened and the effect of these. * Suggest why certain people acted as they did and the consequence of those actions. | | |  | | | | * Compare between 2 historical periods eg cooking, transport, work, weapons. * Contrast between differences eg old/new, rich/poor, children/adults etc. * Use evidence to ask questions and find answers to questions about the past. * Suggest suitable sources of evidence for historical enquiries. * Suggest why certain events have happened and the effect of these. * Suggest why certain people acted as they did and the consequence of those actions. | |
| Geography | * Locate the countries of Europe using maps. * Name and locate geographical regions, counties and cities of the United Kingdom. * Identify some key physical/human characteristics within the geographical region. * Settlements and land use. * Use maps, atlases, globes and digital mapping to locate countries and describe features studied. | | | * Use maps and atlases * Locate places in South America * Physical characteristics – rivers * Human and physical geography – land use. * Human and physical geography – trade links and resource distribution. * Human geography – settlement types and development of settlements. | | | | * Locate the countries of Europe using maps. * Name and locate geographical regions, counties and cities of the United Kingdom. * Identify some key physical/human characteristics within the geographical region. * Settlements and land use. * Use maps, atlases, globes and digital mapping to locate countries and describe features studied. * Explore how land use patterns change over time. * Human and physical geography - trade links and resource distribution. | |
| Art | Sketching – Georgia O’Keefe   * Use different hardnesses of pencil to show line, tone and texture. * Annotate sketches to explain and elaborate ideas. * Sketch lightly (no need to use a rubber to correct mistakes). * Use shading to show light and shadow. * Use hatching and cross- hatching to show tone and texture.   Sculpture – Roman Busts   * Create and combine shapes to create recognisable forms eg shapes made from nets or solid materials. * Include texture that conveys feelings, expression or movement. | | | Collage – Rainforest   * Create and combine shapes to create recognisable forms eg shapes made from nets or solid materials. * Include texture that conveys feelings, expression or movement.   Painting - Street Art   * Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. * Mix colours effectively. * Use watercolour paint to produce washes for backgrounds, then add detail. * Experiment with creating mood with colour. | | | | Textiles – Viking Jewellery   * Colour fabric * Create weavings * Quilt, pad and gather fabric | |
| DT | Roman Busts   * Use research to develop a design. * Design a product which is appealing, fit for purpose and fully functional. * Develop design techniques e.g. sketch and label a design. | | | Carnival Floats   * Use research to develop a design. * Design a product which is appealing, fit for purpose and fully functional. * Develop design techniques e.g. sketch and label a design. | | | | Viking Long Ship   * Use research to develop a design. * Design a product which is appealing, fit for purpose and fully functional. * Develop design techniques e.g. sketch and label a design. | |
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| Computing | **Key Skills**  **Develop hand eye co-ordination with the mouse by:**   * Use the mouse to copy and paste to create repeating patterns independently. * Copy graphics from a range of sources (e.g. Google/other documents) and paste it into a document for a purpose. * Select the correct tool to format the size/width of a brush tool, or line etc. * Hover with the mouse to resize a shape, image, or text box. Highlighting and using the correct keys to change font and letter size/colour. * To be able to align my text using the left, right and centre tools within the word package independently. * Choose and enter bullet points/ numbered points where appropriate. * Change the page between landscape and portrait. * Select ‘Save As’ and independently save a piece of work to the correct file. * Use the A and A tools to change the size of text.   **Develop key board and computer skills by:**   * To be able to use Ctrl C to copy and CTRL V to. * Use the Ctrl and C keys to copy an image, or piece of text. * Use the Ctrl and V keys to paste an image, or piece of text. * Use Ctrl and [ or ] to change the size of text. * Use the delete and back space keys to delete text independently. * Right click to use the spell checker, for words underlined in red. Use Ctrl and S to save work. | | | | **Coding**   * use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. | | | **Robotics**   * 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. | |
| PE | Badminton/Basketball  Athletics | | Dance  Football | | Gymnastics  Athletics | | Seated Volleyball  Netball | Gymnastics  Orienteering | Dance  Rounders |
| PSHE (Jigsaw Scheme) | Unit 1 – ‘Being Me’ | | Unit 2 – ‘Dreams and Goals’ | | Unit 3 – ‘Healthy Me’ | | Unit 4 – ‘Relationships’ | Unit 5 – ‘Celebrating Difference’ | Transition/Achievements and Reflections of Y4 |
| RE | **Hinduism**   * We are learning to identify Hindu Gods. * We are learning to investigate a Hindu God. * We are learning the importance of the River Ganges to Hindus. * We are learning to understand how Hindus show commitment to God. * We are learning to explore a Hindu place of worship. * We are learning to understand what Samsara means to Hindus. * We are learning to understand what Karma means to Hindus. * We are learning to understand what Moksha means to Hindus. * We are learning what Diwali means to Hindus. * We are learning to understand how Hindus celebrate Diwali. * We are learning to explore the Hindu God, Lakshmi. * We are learning to re-tell the story of Rama and Sita. | | | | **Sp1 – Understanding Christianity**  Unit 2A.4 Gospel - *What kind of world did Jesus want?*   * We are learning to understand what Christians do to try and make the world that Jesus wanted. * We are learning to explore a Christian church. * We are learning to explore church leaders. | | **Sp2 – Understanding Christianity**  *Unit 2A.4 Gospel - What kind of world did Jesus want?*   * We are learning to understand different Christian church services. * PSHE – We are learning to understand how we can impact the world. * We are learning to understand how the Christian word is spread. (Love of God and love of one and other.) * We are learning to retell the parable of The Good Samaritan. | **Su1 - Understand Christianity**  *Unit 2A.6 – Kingdom of God When Jesus left, what was the impact of Pentecost?*   * We are learning to understand what makes a good ruler. * We are learning to understand what is meant by ‘The Kingdom of God’? * We are learning to retell the story of Pentecost. * We are learning to understand the significance of light to Christians. | **Su2 - Understand Christianity**  *Unit 2A.3 Incarnation/God What is the trinity?*   * We are learning to understand the significance of water to Christians. * We are learning to understand what baptism means to Christians. * We are learning to explore the gospel of Matthew. * We are learning to understand what is meant by the Holy Trinity. * We are learning to understand the significance of the Holy Trinity to Christians. |
| Music | **Charanga Scheme** Mamma Mia | | **Charanga Scheme** Glockenspiel | | **Charanga Scheme**  Stop! | | **Charanga Scheme**  Lean on Me | **Charanga Scheme** Blackbird | **Charanga Scheme**  Reflect, Rewind and Replay |
| Spanish | **Language Angels Scheme**  Intermediate Level  Presenting myself | | **Language Angels Scheme**  Intermediate Level  Family | | **Language Angels Scheme**  Intermediate Level  Rooms in the house | | **Language Angels Scheme**  Intermediate Level  At the cafe | **Language Angels Scheme**  Intermediate Level  The classroom | **Language Angels Scheme**  Intermediate Level  The Romans |