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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 Day03.03.21 |  |  |  |
| Experiences |  * Merton Park
 |  * Samba band
 | * Yorvic Centre

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| Texts | The Thieves of Ostia | Journey to the River Sea | Iron Man |
| Literacy | Non-Chronological ReportCrime Report Persuasive Advert Narrative | DebateNarrativeExplanation Text Non-chronological Report | Newspaper ReportDiary 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.
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| 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.
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| 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.
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| 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
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| 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.
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| PE | Badminton/BasketballAthletics | DanceFootball | GymnasticsAthletics | Seated VolleyballNetball | GymnasticsOrienteering | DanceRounders |
| 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.
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| 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 |