

Year Four 2019-20						
	Autumn 1 (8 Weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
Topic	Why Did The Titanic Sink?		What Did The Romans Do For Us?		Brazil	
Key Dates			World Book Day 04.03.20			
Experiences	Titanic Roleplay <u>Activity Passport</u> Choreograph a dance Learn to sew on a button Try yoga		Merton Park <u>Activity Passport</u> Take part in a Roman banquet. Choreograph a dance Make a sculpture		Meet a Creature Carnival Drumming Workshop <u>Activity Passport</u> Walk through the Woods Watch a play	
Texts	The Jolley Rogers and the Ghostly Galleon		The Thieves of Ostia		Journey to the River Sea	
Literacy	Newspaper Report Diary Story		Non Chronological Report Persuasive Letter Persuasive Speech Narrative		Explanation Text Narrative Letters Newspaper Report	
Science	<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Be able to use specific dates Create general timeline to show where period studied falls into within a longer timeline, detailed timeline of events and/or people of the period Compare between 2 historical periods Contrast between differences eg old/new, rich/poor, children/adults etc 		<ul style="list-style-type: none"> Identify similarities and differences between ways of life in different periods. develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. 			
Geography	<ul style="list-style-type: none"> Revise KS1 knowledge: (name and locate the world's seven continents and five oceans) Locate the countries, within Europe Locate county of Yorkshire Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle 		<ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics 		<ul style="list-style-type: none"> 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 	
Art	<u>Sketching – Georgia O'Keefe</u> <ul style="list-style-type: none"> 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 		<u>Sculpture – Roman Busts</u> <ul style="list-style-type: none"> Create and combine shapes to create recognisable forms eg shapes made from nets or solid materials Include texture that conveys feelings, expression or movement 		<u>Painting – Brazilian Street Art</u> <ul style="list-style-type: none"> 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 	
DT	<u>Sewing</u> <ul style="list-style-type: none"> Shape and stitch materials Use basic cross stitch and back stitch 		<u>Sculpting</u> <ul style="list-style-type: none"> 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. 		<u>Bottle Top Project</u> <ul style="list-style-type: none"> Follow the design and use appropriate materials and tools to bring it to life. Manipulate materials accurately to perform practical tasks. 	

Computing	<p align="center"><u>Key Skills</u></p> <p>Develop hand eye co-ordination with the mouse by:</p> <ul style="list-style-type: none"> 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. <p>Develop key board and computer skills by:</p> <ul style="list-style-type: none"> 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. 		<p align="center"><u>Coding</u></p> <ul style="list-style-type: none"> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 		<p align="center"><u>Robotics</u></p> <ul style="list-style-type: none"> 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 Athletics	Dance Football	Gymnastics Athletics	Seated Volleyball Netball	Gymnastics Orienteering
RE	<p align="center"><u>Hinduism</u></p> <ul style="list-style-type: none"> 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. 		<p>Sp1 – Understanding Christianity Unit 2A.4 Gospel - <i>What kind of world did Jesus want?</i></p> <ul style="list-style-type: none"> 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. 	<p>Sp2 – Understanding Christianity Unit 2A.4 Gospel - <i>What kind of world did Jesus want?</i></p> <ul style="list-style-type: none"> 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. 	<p>Su1 - Understand Christianity Unit 2A.6 – Kingdom of God <i>When Jesus left, what was the impact of Pentecost?</i></p> <ul style="list-style-type: none"> 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. 	<p>Su2 - Understand Christianity Unit 2A.3 Incarnation/God <i>What is the trinity?</i></p> <ul style="list-style-type: none"> 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 <u>Intermediate Level</u> Presenting myself	Language Angels Scheme <u>Intermediate Level</u> Family	Language Angels Scheme <u>Intermediate Level</u> Rooms in the house	Language Angels Scheme <u>Intermediate Level</u> At the cafe	Language Angels Scheme <u>Intermediate Level</u> The classroom	Language Angels Scheme <u>Intermediate Level</u> The Romans