

Sherwood Primary School

YEAR 4 CURRICULUM



Inspire • Explore • Achieve

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Curriculum Vision

We aim to provide a creative, vocabulary rich curriculum that inspires and challenges our children, in preparation for life in a culturally diverse and ever-changing world. High expectations, inclusive approaches and excellent teaching will form the basis of all our work. Our children will have the opportunity to read widely, explore, ask questions and become knowledgeable, independent learners. Our Curriculum will prepare our children for life-long learning.

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Year 4 Long Term Map

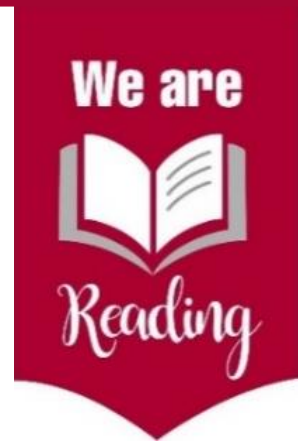
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GLP Themes	Diversity • Asylum Seekers • Conflict/Bullying					
English	Information text	Persuasive Advert	Explanation Text	Discussion and Debate	Hybrid Text	Newspaper
	Adventure Story	Traditional tale	Issues and Dilemmas	Fantasy	Mystery and Crime	Classic Poetry Narrative
Class Texts	The Treasure of the Loch Ness Monster	Rumaysa: A Fairy Tale	A Matter of Loaf and Death	Firework Makers Daughter	Twitch	Old Possum's Book of Practical Cats
Maths	Please see the Lancashire Mathematics Planning Overview					
Science	Sound	Electricity (DT link)	Digestive system and Teeth	Habitats (Animals including Humans)		States of Matter
	Non-negotiables: Identify and name a variety of common British Flora and Fauna (Garden Birds/British Birds of Prey)					
Physical Education	Year 3/4 Dance- Sparks Might Fly	Year 4 Invasion Games- Basket Ball	Year 4 Target Games – Boccia	Year 4 Gymnastics Activities 4	Year 3/4 Invasion Games Handball	Striking and Fielding Games- Cricket
	Year 4 Invasion Games- Rugby	Year 4 Gymnastics Activities 3	Year 3/4 Dance- Myths and Legends	Games- Net and Wall Unit Core Task 2	Year 3/4 Athletics Activities	OAA- Team Work and Problem Solving
Art and Design	Collage	Textiles	Drawing	3D	Painting	Printing
Religious Education	Hindu dharma	Christianity (God)	Sikhism	Christianity (Jesus)	Islam	Christianity (Church)
Humanities	Britain's Settlement by the Anglo Saxons/ Scots	Britain's Settlement by the Anglo Saxons/ Scots	Rubbish and recycling – An environmental study	Ancient Egypt	Key aspects of Rivers and the water cycle 4.6 We are meteorologists	Study of The Ribble Valley
Computing	4.2 We are toy designers		4.5 We are co-authors (Anglo Saxons)	4.1 We are software developers		4.4 We are HTML editors
Digital Literacy	Self Image and Identity	Online relationships	Health, Wellbeing and Lifestyle	Privacy and Security Managing Online Information	Online Bullying	Online Reputation
PSHE	What is diversity?	How can we be a good friend?	How can we achieve a balanced lifestyle?	How can we contribute to society?	How can we keep safe in our local area?	What is the difference between rights and responsibilities?
MfL	Mon corps	Bon anniversaire!	En Class	Quelle heure est-il?	On mange	Ou vas-tu?
DT	Mechanical- ICT Electricity		Textiles – Stiffening, seams, fastenings		Structures- Pavilion Building	
Music	Glockenspiel Stage 2 (Supplement with song from Mamma Mia)		Lean on me		Blackbird	

Reading in Year 4

We are committed to being a reading school and seeking out every opportunity to improve standards in reading within our school. We encourage reading for pleasure and enable children to read in depth in a wide range of subjects, deepening their knowledge and understanding across the curriculum. We work with other schools, our local library and other partners to promote reading as a life-long skill.

Pupils in Year 4 will have the opportunity to read a wide range of texts in small groups and independently. Pupils will also read and study the following books as a whole class:

- A Matter of Loaf and Death
- The Treasure of the Loch Ness Monster
- Rumaysa A Fairy Tale
- Twitch
- Firework Makers Daughter
- Under the Skin
- Old Possum's Book of Practical Cats
- The Big Book of Birds
- Egyptology
- The Everyday Journeys of Ordinary Things



Year 4 Writing Map

	Outcome	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	1	Story based on the plot pattern linked to the Loch Ness Monster	Innovated narrative based on Rumaysa: a Fairytale	Issues and Dilemmas story – A Matter of Loaf and Death	Fantasy based on The Firework-Maker's Daughter	Novel as a theme – Twitch. Story from a different point of view	Classic Poem – Macavity. Narrative based on the poem
	2	Another story based on same pilot pattern – different character.	Innovated narrative based on Rumaysa: a Fairytale – different problem and resolution	Issues and Dilemmas story – A different dilemma	Fantasy story with a new setting	Novel as a theme – Twitch. Story from a different point of view	Classic Poem – Macavity. Narrative based on a different verse
Poetry	1	The Ballard of Nessie	Poetry with a repetitive structure based on Rumaysa		Playscript – based on The Firework-Makers Daughter	Haiku and Kennings poetry.	
	2	A Ballard of a different monster	Poetry with a repetitive structure		An additional scene for Playscript.	Haiku and Kennings poetry.	
Non-fiction	1	Information text: article and infographic for a children's magazine on the Loch Ness Monster	Persuasive advert – Loch Ness Monster Hunt Equipment	Explanation text based on The Everyday Journey of Ordinary Things: Rubbish and Recycling.	Discussion and Debate – Electric Cars	Hybrid Text – Birds. Information, persuasion and poetry	Newspaper report – events from Macavity poem
	2	Another Information text for a different monster	Persuasive advert – LNM Equipment	A further Explanation text based on The Everyday Journey of Ordinary Things	Discussion and Debate – Should the School day be extended?	Hybrid Text – Rivers. Information, persuasion and poetry	Newspaper report – a different event from Macavity poem
Cross-curricular	3	Information text: article and infographic for a children's magazine on the Anglo Saxons	Persuasive advert for selling nightlight for Christmas gifts – linked to DT	Explanation text about The Digestive System for DK Find Out	Discussion and Debate – Should HC have opened Tutankhamun's Tomb?	Explanation – Rivers and Water Cycle for class library book	Newspaper report- Ingleton Falls Trip

Outdoor Learning, Educational Visits and Visitors

Year 4	Autumn	Spring	Summer
Outdoor Learning			Woodland Visit – Linked to text
Educational Visits			River Study
Visitors	Anglo-Saxon Workshop Hindu visitor booked through Building Bridges SLA	Recycling Champion	Author Visit or Playscript Theatre Visit Sikh visitor booked through Building Bridges SLA

Year 4 Ribble Valley Fieldwork

Play/Exploring	Navigation including geographical skills
<ul style="list-style-type: none"> • Introduction to rules and boundaries • Promotion of free exploration • Promotion of independent learning opportunities/skills. • Appreciation of the Outdoor learning environment. • Work in a team to co-operate and communicate clearly. 	<ul style="list-style-type: none"> • Demonstrate an understanding of the concept of a basic map and its symbols. • Be able to orientate a simple map and set themselves for using it correctly. • Recognise some standard OS symbols. • Use the eight points of a compass. • Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices.

Key knowledge: Identify and name a variety of common British Flora and Fauna. All of the British birds of Prey and a number of common British Songbirds will be identified by the children in Year 4 to include silhouettes and calls. A number of common British plants/trees and common UK animals may also be included as part of Scientific Study and Fieldwork opportunities.

Global Learning Themes

Year Group	1	2	3	4	5	6
Global Learning Themes	Interdependence Conflict Resolution	Human Rights Diversity Interdependence	Social Justice Sustainability	Diversity Asylum Seekers Conflict/Bullying	Social Justice Human Rights Sustainability	Human Rights Sustainability Conflict

Year 4	Knowledge and Understanding	Values an Attitudes
Diversity	<ul style="list-style-type: none"> ▪ Diversity of cultures and societies within and beyond own experience. ▪ What contributes to self-identity and belonging. ▪ Contributions of different cultures to our lives. ▪ Nature of prejudice, racism and ways to combat these. 	<ul style="list-style-type: none"> ▪ Valuing others as equal and different ▪ Willingness to listen respectfully to the ideas and views of others even when ones disagrees. <ul style="list-style-type: none"> ▪ Willingness to learn from the experiences of others. ▪ Proactive inclusion of other people, especially those who face barriers to participating fully.
Conflict	<ul style="list-style-type: none"> ▪ Causes of disagreement and conflict at a personal, classroom and household level. ▪ Some ways of avoiding, managing and resolving conflict. ▪ Examples of conflict past and present in own society and others. 	<ul style="list-style-type: none"> ▪ Belief that people can make a difference, both on their own and when they work together.

Geography in Year 4

<p>Year 3 - Locality of Preston and the Docks area study</p>	<p>Year 4 Counties and Cities of the UK Environmental Study</p>	<p>Year 5 - The Amazon Rainforest, rainforest biomes.</p>
<ul style="list-style-type: none"> • Name and locate counties and cities of the United Kingdom that are close in locality to Preston. • To name and locate the docks and features in the immediate locality. • Describe and understand key aspects of: human geography, including: types of settlement and land use, business and economic activity/tourism and how these have changed over time. • To describe how and why the course of the River Ribble was changed to enable the docks to be built. • To share opinions about and views about the docks area and its uses, past and present. 	<ul style="list-style-type: none"> • Name and locate counties and cities of the United Kingdom and describe and understand key aspects of: human geography, including: types of settlement and land use and how this effects environmental factors. • Describe and understand key aspects of environmental change through a study of rubbish and recycling: land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. • To know how climate issues effect the local and global environment and identify the main effects, such as floods, droughts, storms, melting ice. • To identify key renewable power sources and their uses. 	<ul style="list-style-type: none"> • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts of The Amazon Basin. • To understand and describe the sustainability of the Amazon – what impact is action today going to have in the future? What are my views on this? • To name and locate the countries of North and South America. • To identify and describe the layers of the rainforest including key vocabulary: emergent, canopy, understorey, forest floor.
<p>Geographical enquiry</p>		<p>Geographical Skills</p>
<ul style="list-style-type: none"> • Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes. • Make comparisons with their own lives and their own situation. • Show increasing empathy and describe similarities as well as differences. • Identify and describe geographical features, processes (changes), and patterns. • Use geographical language relating to the physical and human processes. • Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. • Use presentation/multimedia software to record and explain geographical features and processes. Use spreadsheets, tables and charts to collect and display geographical data. Make use of geography in the news – online reports & websites. 		<ul style="list-style-type: none"> • Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. • Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. • Create maps of small areas with features in the correct place. • Use plan views. • Make a simple scaled drawing e.g. of the classroom.

Year 4 Geography

<p>Year 3 - Regional Study – The Lake District</p>	<p>Year 4 Study of the Ribble Valley with a focus on the River Ribble</p>	<p>Year 5 - Land use in the UK and Trade Links</p>
<ul style="list-style-type: none"> Name and locate some counties and cities of the United Kingdom are close in locality of the Lake District. To identify key features and landmarks of the Lake District including the main lakes and mountains. To compare and contrast the Lake District with the urban settlement of Preston. To share my own views and opinions of the Lake District. Describe and understand key aspects of: human geography, including: types of settlement and land use, business and economic activity/tourism and how this has changed over time. 	<ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom in locality of the Ribble Valley and River Ribble and surrounding areas. Identify the source and mouth of the river Ribble and identify what settlements it passes through. Describe and understand key aspects of: human geography, including: types of settlement and land use, business and economic activity/tourism. To name and locate famous rivers in other countries and compare and contrast to the River Ribble. 	<ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom – identify land use, study importation, exportation and global links. Study human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. To understand some of the reasons for geographical similarities and differences between countries. Explain how locations in the UK are changing and explain some of the reasons for change. To begin to understand and explain geographical diversity in the UK and further afield.
<p>Geographical enquiry</p>		<p>Geographical Skills</p>
<ul style="list-style-type: none"> Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes. Identify and describe geographical features, processes (changes), and patterns. Use geographical language relating to the physical and human processes. Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a proposed local wind farm. Use the zoom facility on digital maps to locate places at different scales. Add a range of text and annotations to digital maps to explain features and places. View a range of satellite images. Add photos to digital maps. Draw and follow routes on digital maps. 		<ul style="list-style-type: none"> Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. Use maps at more than one scale. Recognise that larger scale maps cover less area. Make and use simple route maps. Recognise some standard OS symbols. Use the eight points of a compass. Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. Make links between features observed in the environment to those on maps and aerial photos.

Year 4 Geography

<p>Year 3 Locality of Preston and the Docks area study</p>	<p>Year 4 Rivers and Water Cycle</p>	<p>Year 5 The Amazon Rainforest, rainforest biomes.</p>
<ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom that are close in locality to Preston. To name and locate the docks and features in the immediate locality. Describe and understand key aspects of: human geography, including: types of settlement and land use, business and economic activity/tourism and how these have changed over time. To describe how and why the course of the River Ribble was changed to enable the docks to be built. To share opinions about and views about the docks area and its uses, past and present. 	<ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom and names and locate key rivers. Describe and understand key aspects of: human geography, including: types of settlement and land use, business and economic activity/tourism and why settlements were built near key water systems. Describe and understand key aspects of: physical geography: rivers and the water cycle. Use key vocabulary to describe the water cycle, including: precipitation, rivers/streams, run off, groundwater, evaporation, condensation. 	<ul style="list-style-type: none"> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts of The Amazon Basin. To identify and track the Amazon river. To understand and describe the sustainability of the Amazon – what impact is action today going to have in the future? What are my views on this? To name and locate the countries of North and South America. To identify and describe the layers of the rainforest including key vocabulary: emergent, canopy, understorey, forest floor.
<p>Geographical Enquiry</p>		<p>Geographical Skills</p>
<ul style="list-style-type: none"> Identify and describe geographical features, processes (changes), and patterns. Use geographical language relating to the physical and human processes. Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. Use the zoom facility on digital maps to locate places at different scales. Add a range of text and annotations to digital maps to explain features and places. View a range of satellite images, add photos to digital maps and draw and follow routes on digital maps. 		<ul style="list-style-type: none"> Recognise patterns on maps and begin to explain what they show. Use the index and contents page of atlases. Label maps with titles to show their purpose. Recognise that contours show height and slope. Use 4 figure coordinates to locate features on maps. Link features on maps to photos and aerial views. Use a scale bar to calculate some distances. Relate measurement on large scale maps to measurements outside

History in Year 4

Year 4 History

In Year 4, the children will build upon their knowledge of the Roman Invasion of Britain by learning about the settlement of the Anglo Saxons. As a contrast, they will also study of the Ancient Egyptian civilisation learning about the achievements, beliefs and legacy of one of the earliest civilisations.

Area of Study	Britain Settlement by the Anglo Saxons and Scots	Ancient Egypt
NC	Britain's settlement by Anglo-Saxons and Scots The Roman withdrawal from Britain in 410AD Anglo Saxon invasions, settlements and kingdoms	An in depth study of the achievements of the earliest civilisations and an overview of where and when the first civilisations appeared - Ancient Egypt.
Concept	Invasion, Settlement	Civilisation

Concept Progression	Year 3	Year 4	Year 5	Year 6
Settlement	Stone Age Romans	Anglo Saxons and Scots	Vikings	Mayans
Invasion	Romans	Anglo Saxons and Scots	Vikings	World War 2
Civilisation	Stone Age	Ancient Egypt	Ancient Greece	Mayans

Year 4 History – Settlement/Invasion

<p>Year 3 Changes in Britain from the Stone Age to the Iron Age</p>	<p>Year 4 – Britain’s Settlement by the Anglo Saxons and Scots</p>	<p>Year 5 The Viking and Angle Saxon struggle for the Kingdom of England</p>
<p>In this unit, we will learn that people have been living in Britain for a very long time. Children will:</p> <ul style="list-style-type: none"> • Learn about the changes that occurred over a time span of 10,000 years (98% of British History), through the Stone Age, Bronze Age to the Iron Age. • Learn of the developments in agriculture with the domestication of different animals and the growth of crops. • Research the development of tools and weapons out of stone. • Learn about the use of iron instead of stone to produce weapons and tools. • Learn about the advancements in farming using metal ploughs instead of wooden ploughs to turn the fields. • Recognise how during the Neolithic Revolution, people’s lives were changed from hunter gatherers to farmers. • Learn that the end of the Iron Age is marked by the second Roman Invasion. 	<p>In this unit, we will find out what happened to Britain once the Romans had left. Children will learn:</p> <ul style="list-style-type: none"> • About the invasion of the Angles, Saxons and Jutes from modern day Denmark and Germany around 450 AD. • About initial small numbers of invaders settled but due to better farming conditions numbers began to increase. Some settlers were invited to support the defence against the Celts and Scots. • To start with they faced little resistance but as different Anglo Saxon groups settled in different areas of the country battles and conflicts between rival kingdoms became common. • About the meaning of the names of Angle Saxon Settlements where the Anglo Saxons settled (Birmingham and Oxford) and then meaning behind these names. • By 650 AD there were 7 kingdoms which by 850 AD had been consolidated to 3 the largest being Northumbria. • To investigate what it was like to live in an Angle Saxon village and how rules and conflicts were discussed within this community. • The key events of the life of Alfred the Great and find out why he is great. He became king in AD 871 and is most renowned for guarding the coast from Viking raiders. 	<p>In this unit, we will continue our learning about British history with a study of this medieval period. Children will:</p> <ul style="list-style-type: none"> • Continue to explore the concepts of invasion and settlement by revisiting their learning in the previous topics of the Romans in Yr3 and Anglo Saxons in Yr4. • Learn that the first Viking ships landed in Dorset from Denmark, Norway and Sweden. They were excellent sailors. • Learn that the Vikings were also ferocious fighters, believing that if they died in battle then would go to Valhalla with the king of the gods named Odin. • Learn that they plundered monasteries and raided any settlements they could find. • Learn that after the initial invasion they started to settle, finding the land more suited to farming than their Danish homeland. Jorvik was a large Viking Kingdom around York the last King of Jorvik was Eric Bloodaxe. • Learn about the impacts of the Vikings at a local level by studying the Cuerdale hoard which was discovered on the banks of the River Ribble. • Use the ‘ I am Eric Bloodaxe’ art installation learning the key vocabulary and the key events of his life.
<p>Vocabulary</p> <p>bronze – a natural or man made metal usually of copper or tin Celts – a collection of people that originated from central Europe. Christianity – a religion originating from the teachings of Jesus Christ lyre – an ancient stringed musical instrument, pagans – a person not adhering to a religion, thatch – straw or rushes used for making the roof covering of buildings wattle and daub – a structure of woven branches and twigs plastered with mud, clay or dung</p>	<p>Historical Skills</p> <p>Chronology – identify where people and events fit into a chronological framework by noting connections, trends and contrasts over time Communication – talk and write about historical events and changes by selecting and organising historical information Enquiry – recognise that different versions of past events may exist</p>	

Year 4 History – Civilisation

<p>Year 3 Changes in Britain from the Stone Age to the Iron Age</p>	<p>Year 4 – Ancient Egypt</p>	<p>Year 5 Ancient Greece</p>
<p>In this unit, we will learn that people have been living in Britain for a very long time. Children will:</p> <ul style="list-style-type: none"> • Learn about the changes that occurred over a time span of 10,000 years (98% of British History), through the Stone Age, Bronze Age to the Iron Age. • Learn of the developments in agriculture with the domestication of different animals and the growth of crops. • Research the development of tools and weapons out of stone. • Learn about the use of iron instead of stone to produce weapons and tools. • Learn about the advancements in farming using metal ploughs instead of wooden ploughs to turn the fields. • Recognise how during the Neolithic Revolution, people's lives were changed from hunter gatherers to farmers. • Learn that the end of the Iron Age is marked by the second Roman Invasion. 	<p>In this unit, we will travel back 3,000 years to Ancient Egypt. Children will:</p> <ul style="list-style-type: none"> • Learn that this civilisation is famous for its pyramids, pharaohs, mummies and tombs and lasted over 3000 years. • Pharaohs ruled with absolute power. Discover that the pyramids were actually tombs made by pharaohs in which they would be eventually be buried. • All of their belongings would be sealed in the tomb to travel with them to the afterlife. • Study the contents of Tutankhamun's tomb and discuss what we can learn about him. • Discover the origins of the Ancient Egyptian civilisation and the importance of the River Nile. Egyptians were skilled in agriculture, art, mathematics and engineers. • The Egyptians developed hieroglyphics. • Consider the similarities and differences with their places in the Stone Age. 	<p>In this unit, we will explore the rich legacy of this empire and its historical significance. Children will:</p> <ul style="list-style-type: none"> • Learn that in architecture and literature, we find influences from Ancient Greece. • Learn when we celebrate the Olympic Games or vote in democratic elections, we can trace their origins back thousands of years to the Greek empire. • About the conflicts between the different city states, such as Athens and Sparta as well as the importance of religion to the whole empire. • Make comparisons between the Roman Empire they have learned about in Year 3 and also what life was like in Britain at this time. • Learn all about daily life in Ancient Greece. • Investigate the lives and teachings of the Ancient Greek scholars and philosophers. • Appreciate how significant it was in shaping the world as we know it today.
<p>Vocabulary</p>	<p>Historical Skills</p>	
<p>Cleopatra – queen of Egypt from 69 – 30 BCE, hieroglyphs – an element of Egyptian writing Monarchy – a single ruler of a state, mummification - the process of preserving a body using linen. Pharaoh – an Egyptian king or queen, ploughs – a device pulled through the ground in order to break it open pyramid – a massive construction with a square or rectangular base, used as a tomb in Egypt slave – a person who is the property of another, status – a person position relative to that of others Tutankhamun – Egyptian Pharaoh known for his young age. His tomb was preserved in tact to the modern age</p>	<p>Chronology – recognise historical events as a coherent, chronological narrative from the earliest times to the present day Communication – communicate historical findings through a range of methods including the use of IT maps and timelines Enquiry – recognise why some events happened and what happened as a result. Ask questions such as: 'Why did...?' 'What were the effects ..?'</p>	

Science in Year 4

Year 4 Key Science Knowledge

Year 4 Electricity	Future Learning
<ul style="list-style-type: none"> • Many household devices and appliances run on electricity. • Some plug in to the mains and others run on batteries. • An electrical circuit consists of a cell or battery connected to a component using wires. • If there is a break in the circuit, a loose connection or a short circuit, the component will not work. • A switch can be added to the circuit to turn the component on and off. • Metals are good conductors so they can be used as wires in a circuit. • Non-metallic solids are insulators except for graphite (pencil lead). Water, if not completely pure, also conducts electricity 	<ul style="list-style-type: none"> • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. (Y6 - Electricity) • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. (Y6 - Electricity) • Use recognised symbols when representing a simple circuit in a diagram. (Y6 - Electricity)

Year 4 Key Science Knowledge

Prior Learning	Year 4 Sound
<ul style="list-style-type: none"> • Explore how things work. (Nursery – Sound) • Describe what they see, hear and feel whilst outside. (Foundation – Sound) • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 - Animals, including humans) 	<ul style="list-style-type: none"> • A sound produces vibrations which travel through a medium from the source to animals ears. • Different mediums such as solids, liquids and gases can carry sound, but sound cannot travel through a vacuum (an area empty of matter). • The vibrations cause parts of the human body inside the ears to vibrate, allowing us to hear (sense) the sound. The loudness (volume) of the sound depends on the strength (size) of vibrations which decreases as they travel through the medium. Therefore, sounds decrease in volume as humans move away from the source. • A sound insulator is a material which blocks sound effectively. • Pitch is the highness or lowness of a sound and is affected by features of objects producing the sounds. For example, smaller objects usually produce higher pitched sounds

Year 4 Key Science Knowledge

Prior Learning	Year 4 Digestive System and Teeth	Future Learning
<ul style="list-style-type: none"> • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals, including humans) • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). (Y2 - Animals, including humans) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Y2 - Animals, including humans) • 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. (Y3 - Animals, including humans) 	<ul style="list-style-type: none"> • Food enters the human body through the mouth. • Digestion starts when the teeth start to break the food down. • Saliva is added and the tongue rolls the food into a ball. • The food is swallowed and passes down the oesophagus to the stomach. • Here the food is broken down further by being churned around and other chemicals are added. • The food passes into the small intestine. • In the small intestine, nutrients are removed from the food and leave the digestive system to be used elsewhere in the body. • The rest of the food then passes into the large intestine. Here the water is removed for use elsewhere in the body. • What is left is then stored in the rectum until it leaves the body through the anus when you go to the toilet. • Humans have four types of teeth: incisors for cutting; canines for tearing; and molars and premolars for grinding (chewing). • Living things can be classified as producers, predators and prey according to their place in the food chain. 	<ul style="list-style-type: none"> • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. (Y6 - Animals, including humans) • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. (Y6 - Animals, including humans) • Describe the ways in which nutrients and water are transported within animals, including humans. (Y6 - Animals, including humans)

Science in Year 4

Year 4 Key Science Knowledge

Prior Learning	Year 4 Living Things and their Habitats	Future Learning
<ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants) Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants) Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals including humans) Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 Animals, including humans) Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2 - Living things and their habitats) 	<ul style="list-style-type: none"> Living things can be grouped (classified) in different ways according to their features. Classification keys can be used to identify and name living things. Living things live in a habitat which provides an environment to which they are suited (Year 2 learning). These environments may change naturally e.g. through flooding, fire, earthquakes etc. Humans also cause the environment to change. This can be in a good way (i.e. positive human impact, such as setting up nature reserves) or in a bad way (i.e. negative human impact, such as littering). These environments also change with the seasons; different living things can be found in a habitat at different times of the year. 	<ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Y5 - Living things and their habitats) Describe the life process of reproduction in some plants and animals. (Y5- Living things and their habitats) Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. (Y6 - Living things and their habitats) Give reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things and their habitats)



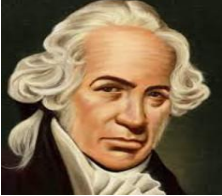


Year 4 Key Science Knowledge

Prior Learning	Year 4 States of Matter	Future Learning
<ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made. (Y1- Everyday materials) • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. (Y1 - Everyday materials) • Describe the simple physical properties of a variety of everyday materials. (Y1 - Everyday materials) • Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y1 - Everyday materials) • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Y2 - Uses of everyday materials) • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2 - Uses of everyday materials) 	<ul style="list-style-type: none"> • A solid keeps its shape and has a fixed volume. • A liquid has a fixed volume but changes in shape to fit the container. • A liquid can be poured and keeps a level, horizontal surface. • A gas fills all available space; it has no fixed shape or volume. • Granular and powdery solids like sand can be confused with liquids because they can be poured, but when poured they form a heap and they do not keep a level surface when tipped. • Each individual grain demonstrates the properties of a solid. • Melting is a state change from solid to liquid. • Freezing is a state change from liquid to solid. The freezing point of water is 0oC. • Boiling is a change of state from liquid to gas that happens when a liquid is heated to a specific temperature and bubbles of the gas can be seen in the liquid. • Water boils when it is heated to 100oC. • Evaporation is the same state change as boiling (liquid to gas), but it happens slowly at lower temperatures and only at the surface of the liquid. • Evaporation happens more quickly if the temperature is higher, the liquid is spread out or it is windy. • Condensation is the change back from a gas to a liquid caused by cooling. • Water at the surface of seas, rivers etc. evaporates into water vapour (a gas). This rises, cools and condenses back into a liquid forming clouds. • When too much water has condensed, the water droplets in the cloud get too heavy and fall back down as rain, snow, sleet etc. and drain back into rivers etc. This is known as precipitation. This is the water cycle. 	<ul style="list-style-type: none"> • Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. (Y5 - Properties and changes of materials) • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. (Y5 - Properties and changes of materials) • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. (Y5 -Properties and changes of materials) • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. (Y5 - Properties and changes of materials) • Demonstrate that dissolving, mixing and changes of state are reversible changes. (Y5 - Properties and changes of materials) • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. (Y5 - Properties and changes of materials)

Year 4 Scientific Enquiry

Questioning and Research	Planning and Recording	
<ul style="list-style-type: none"> I can ask relevant questions and use different types of scientific enquiries to answer them. I can begin to explore everyday phenomena and the relationships between living things and familiar environments. I can begin to develop ideas about functions, relationships and interactions. I can raise questions about the world around me. I can make some decisions about which types of enquiry will be the best way of answering questions including observing changes over time, noticing patterns, grouping and classifying, carrying out simple comparative and fair tests, finding things out using secondary sources. I am beginning to recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations. I can begin to decide when research will help in my enquiry. I can carry out simple research on my own. 	<ul style="list-style-type: none"> I am beginning to look for naturally occurring patterns and relationships and decide what data to collect to identify them. I help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. I can make systematic and careful observations. I can decide what to observe and how long to collect observations. I can look for patterns and relationships. I can help decide which variables to keep the same and which to change. I can use notes, simple tables and standard units and help to decide how to record and analyse their data. 	
Equipment and Measurement	Communicating and Presenting	Considering Evidence and Evaluating
<ul style="list-style-type: none"> I can choose from a selection of equipment. I can decide which equipment to use and can use new equipment e.g. data loggers. I can take accurate measurements using standard units e.g. mm, cm, m, ml, l, °C, seconds and minutes. I can learn to use new equipment appropriately. I can make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Set up simple practical enquiries, comparative and fair tests. I can recognise when a simple fair test is necessary and help to decide how to set it up. I can think of more than one variable factor. 	<ul style="list-style-type: none"> I can use some scientific language to talk and, later, write about what they have found out. I can use relevant scientific language. I can describe my observations and my findings. I can gather, record, classify and present data in a variety of ways to help in answering questions. I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. 	<ul style="list-style-type: none"> I can talk about criteria for grouping, sorting and classifying and use simple keys. I can compare and group according to behaviour or properties, based on testing. I can talk about and identify differences and similarities in the properties or behaviour of living things, materials and other scientific phenomena. Using results to draw simple conclusions, I can make predictions for new values, suggest improvements and raise further questions. I can use straightforward scientific evidence to answer questions or to support their findings. With help, I can look for changes, patterns, similarities and differences in my data in order to draw simple conclusions and answer questions. I can say what I found out, linking cause and effect. I can say how I could make it better. I can answer questions from what I have found out.

Scientists and Careers Across Science- Year 4

Living things and their habitats	Animals, including humans	States of matter	Sound	Electricity
Scientists				
 <p>Prem Singh Gill (Polar scientist)</p>	 <p>Charlotte Armah (nutritional biochemist - looking at the effect of diet on humans)</p>	 <p>Daniel Fahrenheit (Inventor of the thermometer)</p>	 <p>Evelyn Glennie (Deaf percussionist)</p>	 <p>Hertha Ayrton (Electrical engineer and suffragette)</p>
Careers				
<p>Conservationist (works for the protection and preservation of living things and the environment) Ecologist (studies interactions between living things and their environments)</p>	<p>Orthodontist (a doctor who looks after people's teeth and gums) Nutritionist (studies nutrition in food and how it affects our bodies)</p>	<p>Nanoscientist (studies incredibly small things such as atoms) Science teacher (teaches others about science)</p>	<p>Audiologist (studies sound and its properties) Sound engineer (deals with sound for broadcasts or musical performances)</p>	<p>Electrical engineer (works with equipment that uses electricity) Physicist (studies physics)</p>

Design Technology in Year 4

Design and Evaluation		Technical Knowledge	
Building on their previous skills, pupils in Year 4 will learn to: <ul style="list-style-type: none"> • generate ideas, considering the purposes for which they are designing • make labelled drawings from different views showing specific features • develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail • evaluate products and identify criteria than can be used for their own design • Propose realistic suggestions as to how they can achieve their design ideas • Research needs of user • Draw/sketch products to help analyse and understand how products are made • Decide which design idea to develop • Reflect on work in relation to intended use (and users') and identify improvements needed • Recognise quality depends on how something is made and if it meets its indented use 		Building on their previous knowledge, pupils in Year 4 will explore a range of products to develop their understanding of: <ul style="list-style-type: none"> • a bird hide and its purpose • net structures and broadening knowledge of frame structures • architects and their consideration of light, shadow and patterns when designing • frame and shell structures • different types of fastenings and what they are • benefits and disadvantages of different fastening types • how electrical items work • different electrical products • what electrical conductors and insulators are • batteries which contain stored electricity and can be used to power products • the features of a night light and how it works 	
Working with tools, equipment, materials and components to make quality products			
Mechanical	Structures	Textiles	
Pupils in Year 4 will have the opportunity to design and make a night light. They will learn to: <ul style="list-style-type: none"> • develop vocabulary related to the project • use electrical systems such as switches, bulbs and buzzers • make a night light with a working electrical circuit and switch • use appropriate equipment to cut and attach materials • assemble a torch according to the design and success criteria KEY VOCABULARY: SWITCHES, BULB, BUZZERS, TOGGLE SWITCH, PUSH SWITCH, CIRCUIT, WIRE STRIPPERS.	Pupils in Year 4 will have the opportunity to design and make a bird hide. They will learn to: <ul style="list-style-type: none"> • create a range of different shaped frame structures • make a variety of free-standing frame structures of different shapes and sizes • select appropriate materials to build a strong structure and for the cladding • manipulate materials to create different effects by cutting, creasing, folding, weaving • reinforce corners to strengthen a structure • create a design in accordance with a plan • measure and mark square sections to 1cm • build a frame structures designed to support weight KEY VOCABULARY: BIRD HIDE, CLADDING, ARCHITECT, CRAFT KNIFE, RAZOR SAW, FRAME STRUCTURE, REINFORCE.	Pupils in Year 4 will have the opportunity to design and make a tablet cover. They will learn to: <ul style="list-style-type: none"> • understand seam allowance • join fabrics using running stitch, over sewing, blanket stitch • explore different ways to stiffen fabrics • research fastenings and their inventors and recreate some • use appropriate decoration techniques • measure, mark and cut fabric using a paper template • select a stitch style to join fabric, working neatly sewing small neat stitches • Incorporate fastening to a design KEY VOCABULARY: BLANKET STITCH, OVER SEWING, STIFFENER, FASTENINGS, AESTHETIC.	

Personal, Social, Health and Relationships Education

Digital Literacy Education in Year 4

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	What is diversity?	How can we be a good friend?	How can we achieve a balanced lifestyle?	How can we contribute to society?	How can we keep safe in our local area?	What is the difference between rights and responsibilities?
Context	Difference and diversity of people living in the UK; values and customs of people around the world; stereotypes	Recognise wider range of feelings in others; responding to feelings; strategies to resolve disputes; negotiation and compromise; resolving differences; feedback	To understand what affects their physical, mental and emotional health; to recognise and develop their own skills to make good choices	To develop and understanding of debt, loan and taxes; to learn how resources can be allocated in different ways and these choices affect individuals	Managing risk in familiar situations and the local environment; feeling negative pressure and managing this; recognising and managing dares; actions affect themselves and others; people who help them stay healthy and safe	About their responsibilities, rights and duties (home, school and the environment); resolving differences – agreeing and disagreeing
Relationships Education	How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right	That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up		About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help	

Digital Literacy	Self-Image and Identity	Online relationships	Health, Wellbeing and Lifestyle	Privacy and Security Managing Online Information	Online Bullying	Online Reputation
Pupils will be taught to:	<ul style="list-style-type: none"> • explain how my online identity can be different to my offline identity. • describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. • explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this. 	<ul style="list-style-type: none"> • describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms) • give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. • explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs. 	<ul style="list-style-type: none"> • explain how using technology can be a distraction from other things, in both a positive and negative way. • identify times or situations when someone may need to limit the amount of time they use technology 	<ul style="list-style-type: none"> • describe strategies for keeping personal information private, depending on context. • explain that internet use is never fully private and is monitored, e.g. adult supervision. • describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites). • describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. 	<ul style="list-style-type: none"> • recognise when someone is upset, hurt or angry online. • describe ways people can be bullied through a range of media (e.g. image, video, text, chat). • explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation). 	<ul style="list-style-type: none"> • describe how to find out information about others by searching online. • explain ways that some of the information about anyone online could have been created, copied or shared by others.

Art and Design Overview

Key Learning in Art and Design at Sherwood Primary School: Year 4	
Exploring and Developing Ideas	Evaluating and Developing Work
<ul style="list-style-type: none"> • Select and record from first-hand observation, experience and imagination and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the work of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Annotate work in sketchbook.

Drawing				
Mark-making in response to story; drawings of natural forms with a focus on line; linear drawings; lace drawings				
<p>Experiment with ways in which surface detail can be added to drawings.</p> <p>Use sketchbooks to collect and record visual information from different sources – observation, photographs, digital cameras, videos, music, movement.</p> <p>Draw for a sustained period of time at an appropriate level.</p>	<p>Lines and Marks</p> <ul style="list-style-type: none"> • Make marks and lines with a wide range of drawing implements, e.g. charcoal, pencil, crayon, chalk pastels, pens, etc. • Experiment with different grades of pencil and other implements to create lines and marks. 	<p>Form and Shape</p> <ul style="list-style-type: none"> • Experiment with different grades of pencil and other implements to draw different forms and shapes. • Begin to show awareness of objects having a third dimension. 	<p>Tone</p> <ul style="list-style-type: none"> • Experiment with different grades of pencil and other implements to achieve variations in tone. • Apply tone in a drawing in a simple way. 	<p>Texture</p> <ul style="list-style-type: none"> • Create textures with a wide range of drawing implements. • Apply a simple use of pattern and texture in a drawing.

Theme	Collage	Textiles	3D	Painting	Printing
Context	Coloured tissue responses to Matisse; portraits in mixed media; Andy Warhol	Dip dyed and monoprinted fabric; dyed, printed and wrapped textile constructions	Cast a form using papier-mâché mache to make a canopic jar	Painting on different surfaces; overpainting with small brush strokes; artist responses	Monoprints Press Prints Collograph Blocks
Focus	<ul style="list-style-type: none"> Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Use collage as a means of collecting ideas and information and building a visual vocabulary. 	<ul style="list-style-type: none"> Use a variety of techniques, e.g. printing, dyeing, weaving, knotting and wrapping to create different textural effects. Match the tool to the material. Develop skills in stitching, cutting and joining. Experiment with paste resist. Use fabrics to create 3D structures. 	<ul style="list-style-type: none"> Plan, design and make models from observation or imagination. Join clay adequately and construct clay coils to make a 3D form. Create intricate surface patterns and textures in a malleable material. Use papier mache and brown, gummed tape to create a simple 3D object. Use paper forms to produce a 3D relief surface. 	<ul style="list-style-type: none"> Experiment with different effects/textures including blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales, e.g. thin brush on small picture, etc. Create different effects and textures with paint according to what they need for the task. Colour: Mix colours and know which primary colours (blue, red, yellow) make secondary colours. Use more specific colour language. Mix and use tints and shades. 	<ul style="list-style-type: none"> Create printing blocks using a plasticine relief stamp. Create repeating patterns. Take simple prints, i.e. monoprinting. Ink up a 'slab' and use a roller in monoprinting. Texture: Place different materials under the printing surface to collect textures and patterns. Produce simple prints onto a range of surfaces.

Digital Media

Across the Curriculum in Year 4, pupils will have the opportunity to:

- Record and collect visual information using digital cameras/ videos
- Present recorded visual images using software.
- Use a simple graphics package to create images and effects with:
 - Lines by controlling the brush tool with increased precision. Change the type of brush to an appropriate style.
 - Create shapes by making selections to cut, duplicate and repeat.
 - Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose.

Key Artists

In Year 4, pupils will have the opportunity to explore the work of John Brunsdon, Georgia O'Keefe, Henri Matisse, Andy Warhol

Religious Education Overview

Year 4 Key Question: How should we live our lives?						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religion	Hindu Dharma	Christianity (God)	Christianity (Jesus)	Islam	Sikhism	Christianity (Church)
Enquiry Question	What might a Hindu learn through celebrating Diwali?	How and why might Christians use the Bible?	Is sacrifice an important part of religious life?	Why do Muslims fast during Ramadan?	How do Sikhs express their beliefs and values?	What does 'love your neighbour' really mean?

Music in Year 4

Year 3	Year 4 Core Knowledge	Year 5
<ul style="list-style-type: none"> • Make comparisons between different genres of music • Begin to identify the structure of a song e.g. verse and chorus • Children sing songs in simple two-parts • Demonstrate good understanding of posture for singing • Play differentiated parts on a tuned instrument • Improvise in response to stimuli • Compose music in 4/4 time using crotchets, minims, dotted minims, semi-breves and paired quavers • Perform with expression in front of a small audience 	<ul style="list-style-type: none"> • Talk about the musical dimensions e.g. dynamics • Use musical vocabulary to discuss a piece of music • Awareness of the importance of listening to each other when playing/singing in unison • Begin to use dynamics to create loud and soft parts of a song • Identify notes on a staff and note value for notes taught • Compose music to create a specific mood • Capture and record compositions using a range of notation and technology • Present a musical performance to capture an audience 	<ul style="list-style-type: none"> • Explore the historical content of a song • Discuss musical dimensions using musical vocabulary • Develop an understanding of what songs are about lyrically • Sing with an increasing awareness of being in tune • Begin to learn melodies by looking at notation • Use of phrasing to make a song more interesting • Play musical instrument(s) with the correct technique • Show understanding of symbols including staff, treble clef, rests, bar lines • Develop a sense of shape and character through improvisation • Experiment with a wider range of dynamics • Create melodies using up to 5 notes • Perform a range of repertoire
Skills – singing and playing the instrument	Skills – improvisation, composition and performance	
<ul style="list-style-type: none"> • Develop complexity of two-part songs including simple harmonies • Understand the importance of warming up the voice • Consolidate to a relaxed and appropriate posture for singing • To experience leading the playing by making sure everyone is playing in the playing section of the song (as conductor) • Confidently identify notes on a staff including note value and name in relation to the recorder. 	<ul style="list-style-type: none"> • Improvise on a limited range of pitches using class instrument making use of musical features including legato and staccato notes • Begin to make compositional decisions about the overall structure of improvisations • Compose music to create a specific mood for example creating music to accompany a film clip • Capture and record composition using a range any of: graphic symbols, rhythm notations and time signatures, staff notation and technology • Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups 	
<p>Vocabulary: keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, temp, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electrical sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality</p>		

Languages in Year 4

Speaking and Listening	Reading
<p>To explore the patterns and sounds of language through songs and rhymes</p> <ul style="list-style-type: none"> Learn the 'Bon Anniversaire' song <p>To engage in conversations; ask and answer questions; express opinions and respond to those of others</p> <ul style="list-style-type: none"> Greet and say goodbye, ask someone's name and say your own Ask how someone is and respond Say your age and ask someone how old they are To ask for snacks and give basic opinions about food To ask 'What time is it?' and respond To ask how much something costs and respond <p>To speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <ul style="list-style-type: none"> To give and understand basic directions Talk about family members <p>To present ideas and information orally to a range of audiences</p> <ul style="list-style-type: none"> Present information to the rest of the class Present information to a wider audience (eg. to a different class, in assembly) <p>To appreciate stories, songs, poems and rhymes in French</p> <ul style="list-style-type: none"> Listen to and follow a French story Listen to a French poem/rhyme <p>To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p>	<p>To read carefully and show understanding of words, phrases and simple writing</p> <ul style="list-style-type: none"> Read and understand French words Read and understand French stories and poems <p>To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <ul style="list-style-type: none"> Identify classroom objects (un and une) Identify colours Identify food items Count numbers 1-30 Recognise days of the week Recognise months of the year
Writing	
<p>To write phrases from memory, and adapt these to create new sentences, and to express ideas clearly</p> <ul style="list-style-type: none"> Write a conversation between two people Write opinions about food <p>To describe people, places, things and actions orally and in writing</p> <ul style="list-style-type: none"> To describe appearance To describe the weather <p>To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine, and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p> <ul style="list-style-type: none"> Use present tense verbs to describe activities 	

Computing Overview

Theme	4.2 We are toy designers	4.4 We are HTML editors	4.1 We are software developers	4.5 We are co-authors	4.6 We are meteorologists	4.3 We are musicians
Context	In this unit, the children work together to design a simple toy that incorporates sensors and outputs and then create an on-screen prototype of their toy in Scratch. Finally, they pitch their toy idea to a Dragons' Den-style panel.	In this unit the children learn about the history of the web, before studying HTML (hypertext mark-up language), the language in which web pages are written. They learn to edit and write HTML, and then use this knowledge to create a web page.	Pupils will play and analyse educational computer games, identifying successful features. Then, plan and design a game, for a clear target audience. They create a working prototype and develop it further to add functionality and improve the user interface. Finally test the game and make any necessary changes.	Wikipedia is a free online encyclopaedia that anyone can view and edit. In this unit, the pupils collaborate to create a 'mini Wikipedia'. They then go on to add or amend content on the real Wikipedia.	This unit brings together data measurement, analysis and presentation, as the children take on the role of meteorologists and weather presenters.	In this unit, children will have the opportunity to engage with a piece of music composition software. Children will apply their Musical knowledge and compose a piece of music linked to the wider curriculum.

Physical Education Overview

Year 4 PE	The INTENT at Year 3 and 4 in games is to develop children's attacking skills through a range of different sports and activities. However, this will be delivered through uneven sides i.e. 3v1, 4v2. They will also develop their knowledge of simple attacking tactics, which are transferable across similar categories of games i.e. (Target, Invasion Games, Net/Wall, Striking and Fielding). The INTENT at Year 3 and 4 in dance and gymnastics is to develop children's performance and sequencing skills.		
Target/Creative Games		Striking and Fielding Games	
In these units, children will learn how to apply simple tactics in a range of target games using a range of equipment. The children will learn how to play the Paralympic sport of Boccia and the target game of Dodgeball.		Children will learn how to hit or strike the ball into spaces, so that they can score runs in different ways. When fielding, they learn how to work together to keep the batters' scores down. In Striking and fielding games, players learn to strike a ball and try to avoid fielders, so that they can run around bases to score runs. When fielding, they try to prevent runs or points being scored.	
Invasion Games	Net/Wall Games	OAA	
Children will continue to learn simple attacking tactics using a range of equipment and sport specific skills. By playing small, uneven-sided games and think about how to use these skills, strategies and tactics to outwit the opposition. In invasion games, they enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'.	Children will learn to develop the skills they require for net/wall games and on how to use these skills to make the game difficult for their opponent. They learn to direct the ball towards the target area and away from their opponent. The aim is to get the ball to land in the target area and make it difficult for the opponent to return it.	Children will be set physical challenges and problems to solve. They will take part in a range of communication activities to develop problem solving skills in some adventure games. These problem-solving tasks will require more teamwork, with clearly defined roles and responsibilities.	
Dance	Gymnastics Activities		Athletic Activities
Children focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of subjects and work in pairs and small groups. Children concentrate on combining and linking phrases of movement fluently and with control.	Children will learn to develop their skills with control and precision and combine these skills to create a sequence for a competition. They will extend their range of actions, balances, body shapes and agilities, working on more difficult combinations. The children will work in pairs using matching and mirroring to plan and perform sequences.		Children should concentrate on developing good basic running, jumping and throwing techniques. They will set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. Children will develop their technical understanding across all areas of athletics. They will also be encouraged to take more responsibility for designing, organising and judging athletic events.