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| Year 4 | **Facing Adversity**  Novel to drive theme – **James and the Giant Peach** | **Curious Continents**  Novel to drive theme –  **Journey to Jo Burg** | **The Tale of a City**  Novel to drive theme - **TBC** |
| Statutory requirements in subjects. | **Geography**  To investigate places  \*Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.  To communicate geographically  \* Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.  **Science**  To investigate materials  **Rocks and Soils**  • Compare and group together different kinds of rocks on the basis of their simple, physical properties.  • Relate the simple physical properties of some rocks to their formation (igneous or sedimentary).  • Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.  • Recognise that soils are made from rocks and organic matter.  **States of Matter**  • 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 the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics.  • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.  **D&T**  To master practical skills – Food  Prepare ingredients hygienically using appropriate utensils.  • Measure ingredients to the nearest gram accurately.  • Follow a recipe.  • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).  **Art**  To develop ideas  \*Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language.  Drawing  • Use different hardnesses of pencils 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.  **Music**  To perform  Sing from memory with accurate pitch.  • Sing in tune.  • Maintain a simple part within a group.  • Pronounce words within a song clearly.  • Show control of voice.  Computing  **ICT**  To connect  Contribute to blogs that are moderated by teachers.  • Give examples of the risks posed by online communications.  • Understand the term ‘copyright’.  • Understand that comments made online that are hurtful or offensive are the same as bullying.  • Understand how online services work.  To communicate  Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.  **PE**  To develop practical skills in order to participate, compete and lead a healthy lifestyle – Games  Throw and catch with control and accuracy.  • Strike a ball and field with control.  • Choose appropriate tactics to cause problems for the opposition.  • Follow the rules of the game and play fairly.  • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).  • Pass to team mates at appropriate times.  • Lead others and act as a respectful team member.  **French**  \*In the chosen modern language:  - Speak  - Read  - Write.  \*Look at the culture of the countries where the language is spoken.  **Literacy**  Non-Fiction: Report Writing (News Report)  Narrative: Writing and performing a play (James and the Giant Peach)  Poetry: Riddles (Edward Lear)  Narrative: Traditional Tales (Norse Myths)  Poetry – Vocabulary building | **Geography**  To investigate patterns  \*Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.  To communicate geographically  • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.  **Science**  To understand the Earth’s movement in space  • Describe the movement of the Earth relative to the Sun in the solar system.  • Describe the movement of the Moon relative to the Earth.  To understand light and seeing  \*Recognise that they need light in order to see things and that dark is the absence of light.  • Notice that light is reflected from surfaces.  • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.  • Recognise that shadows are formed when the light from a light source is blocked by a solid object.  • Find patterns in the way that the size of shadows change.  **D&T**  To master practical skills – Materials  Cut materials accurately and safely by selecting appropriate tools.  • Measure and mark out to the nearest millimetre.  • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).  • Select appropriate joining techniques.  To master practical skills – Textiles  • Understand the need for a seam allowance.  • Join textiles with appropriate stitching.  • Select the most appropriate techniques to decorate textiles.  **Art**  Print  Use layers of two or more colours.  • Replicate patterns observed in natural or built environments.  • Make printing blocks (e.g. from coiled string glued to a block).  • Make precise repeating patterns.  **Music**  To compose  Compose and perform melodic songs.  • Use sound to create abstract effects.  • Create repeated patterns with a range of instruments.  • Create accompaniments for tunes.  • Use drones as accompaniments.  • Choose, order, combine and control sounds to create an effect.  • Use digital technologies to  **ICT**  To collect  Devise and construct databases using applications designed for this purpose in areas across the curriculum.  **PE**  To develop practical skills in order to participate, compete and lead a healthy lifestyle –Dance  Plan, perform and repeat sequences.  • Move in a clear, fluent and expressive manner.  • Refine movements into sequences.  • Create dances and movements that convey a definite idea.  • Change speed and levels within a performance.  • Develop physical strength and suppleness by practising moves and stretching.  **French**  \*In the chosen modern language:  - Speak  - Read  - Write.  \*Look at the culture of the countries where the language is spoken.  **Literacy**  Non-Fiction: Persuasion  Narrative: Writing and performing a play  Narrative: Story settings (Africa)  Poetry: Narrative Poetry (recite narrative poetry by heart)  Poetry – Vocabulary building | **Geography**  To investigate places  \*Ask and answer geographical questions about the physical and human characteristics of a location.  \*Explain own views about locations, giving reasons.  \*Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.  \*Use a range of resources to identify the key physical and human features of a location.  **History**  To investigate and interpret the past  • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.  • Suggest causes and consequences of some of the main events and changes in history.  **Science**  To understand plants  • Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.  • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.  • Investigate the way in which water is transported within plants.  • Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.  To investigate living things  \*Recognise that living things can be grouped in a variety of ways.  • Explore and use classification keys.  • Recognise that environments can change and that this can sometimes pose dangers to specific habitats.  **Art**  To develop ideas  Comment on artworks using visual language  To take inspiration from the greats (classic and modern)  \*Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others.  **Music**  To transcribe  Devise non-standard symbols to indicate when to play and rest.  • Recognise the notes EGBDF and FACE on the musical stave.  • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.  To describe music  Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.  • Evaluate music using musical vocabulary to identify areas of likes and dislikes.  • Understand layers of sounds and discuss their effect on mood and feelings.  **ICT**  To code (using Scratch)  Motion, Looks, Sound, Draw, Events, Control, Sensing, Variables, Operators.  **PE**  To develop practical skills in order to participate, compete and lead a healthy lifestyle – Gymnastics  • Plan, perform and repeat sequences.  • Move in a clear, fluent and expressive manner.  • Refine movements into sequences.  • Show changes of direction, speed and level during a performance.  • Travel in a variety of ways, including flight, by transferring weight to generate power in movements.  • Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).  • Swing and hang from equipment safely (using hands).  Athletics  Sprint over a short distance up to 60 metres.  • Run over a longer distance, conserving 01energy in order to sustain performance.  • Use a range of throwing techniques (such as under arm, over arm).  • Throw with accuracy to hit a target or cover a distance.  • Jump in a number of ways, using a run up where appropriate.  • Compete with others and aim to improve personal best performances.  **French**  \*In the chosen modern language:  - Speak  - Read  - Write.  \*Look at the culture of the countries where the language is spoken.  **Literacy**  Narrative: A story with a theme  Non-Fiction: Discussion (letter writing)  Non-Fiction: Explanation (Link to D&T)  Poetry: Take one poet – poetry appreciation  Poetry – Vocabulary building |
| Mini Topic | **North Duffield**  **History – A local history study**  To investigate and interpret the past  \*Use evidence to ask questions and find answers to questions about the past.  • Suggest suitable sources of evidence for historical enquiries.  • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.  To understand chronology  \*Understand the concept of change over time, representing this, along with evidence, on a time line.  • Use dates and terms to describe events.  **Geography**  To investigate places  \* Ask and answer geographical questions about the physical and human characteristics of a location.  \*Explain own views about locations, giving reasons.  \* Ask and answer geographical questions about the physical and human characteristics of a location.  \*Explain own views about locations, giving reasons.  To investigate patterns  \* Describe how the locality of the school has changed over time.  \*Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. | | |
| Mini Topic | **Egypt**  **Geography**  To investigate patterns  Describe geographical similarities and differences between countries.  To communicate geographically  • Describe key aspects of:  • **physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle.  • **human geography**, including: settlements and land use.  **History**  To understand chronology  • Place events, artefacts and historical figures on a time line using dates.  To build an overview of world history  \*Describe the social, ethnic, cultural or religious diversity of past society.  • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.  To investigate and interpret the past  \*Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.  • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.  • Suggest causes and consequences of some of the main events and changes in history.  **Art**  To master techniques – Sculpture  \*Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. | | |
| Mini Topic | **Romans**  **History**  To investigate and interpret the past  \*Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.  \*Suggest causes and consequences of some of the main events and changes in history.  To build an overview of world history  • Describe changes that have happened in the locality of the school throughout history.  • Give a broad overview of life in Britain from ancient until medieval times.  To understand chronology  Use dates and terms to describe events.  **Art**  To develop ideas  Comment on artworks using visual language  To take inspiration from the greats (classic and modern)  \*Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others.  **D&T**  To master practical skills – Construction  Choose suitable techniques to construct products or to repair items.  • Strengthen materials using suitable techniques. | | |