

# Year 4

## Curriculum Plan



Skills

Practical/additional enrichment.

Consolidation activities.

# Year 4 Autumn 1

	History	Geography	Electricity
Ancient Egypt	<b>Ancient Egypt</b>  The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt; <ul style="list-style-type: none"> <li>• Locate ancient Egypt in time and place</li> <li>• Understand that information can be classified in different ways</li> <li>• Observe an object in detail and make inferences and deductions</li> <li>• Record information about an object accurately</li> <li>• Make deductions about life in the past from pictures of the landscape</li> <li>• Find out how much of the life of Egypt depended on the Nile - provided food, water, transport</li> <li>• Classify information in various ways</li> <li>• Research the range of objects which have survived from ancient Egypt</li> <li>• Make inferences from objects about the way of life in ancient Egypt</li> <li>• Understand about aspects of life in ancient Egypt</li> <li>• Make inferences and deductions from objects and pictures</li> <li>• Understand what we know about the past is dependent on what has survived</li> <li>• Find out about Egyptian tombs, pyramids and burial sites</li> <li>• Use sources of information in ways which go beyond simple observation</li> <li>• Understand the limitations of what we can find out about ancient Egypt from what has survived</li> <li>• Produce structured accounts about life in ancient Egypt – studying about Pharaohs, pyramids, tombs etc</li> </ul> Egyptian day- Durham Unisersity visitors.	<i>No Geography Unit but could begin to link to History...</i> <ul style="list-style-type: none"> <li>• Locate Egypt on a map of the world</li> <li>• Make sensible deductions from pictures</li> <li>• Contribute to group discussions about Egypt life</li> <li>• Identify where the deserts of Egypt are</li> <li>• Discuss what life would be like in the desert</li> <li>• Pinpoint on a map where River Nile starts and ends</li> <li>• Explain why the river Nile is so important to Egypt</li> <li>• Identify the main cities of Egypt on a map</li> <li>• Make comparisons with Egypt's cities and our own</li> </ul>	<b>Electricity</b> <ul style="list-style-type: none"> <li>▪ identify common appliances that run on electricity</li> <li>▪ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>▪ 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</li> <li>▪ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>▪ recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul> Alternative sources of energy Set up a simple practical enquiry. Record findings using drawings. Use results to make predictions. <ul style="list-style-type: none"> <li>• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> <li>• 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</li> <li>• Use recognised symbols when representing a simple circuit in a diagram</li> <li>• Take repeat measurements of data with precision using a data-logger.</li> <li>• Explain the degree of trust can be had in results.</li> <li>• Plan a fair-test by recognising the control variables. Use predictions to set up fair tests.</li> </ul>

Year 4 Autumn 1				
	Technology	Computing	Art	PE- follow PE hub scheme.
		All planning from NT ict plans.		

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Ancient Egypt</b></p>	<p><b>Aspect of D&amp;T</b></p> <p><b>Mechanical systems</b></p> <p><b>Focus</b></p> <p><b>Levers and linkages</b></p> <p><b>What could children design, make and evaluate?</b></p> <ul style="list-style-type: none"> <li>poster</li> <li>class display- Switches used in circuits(science).</li> <li>information book(pop-up page, history).</li> </ul> <p>Design project could link to Ancient Egyptian History work or Literacy</p>	<p><b><u>Searching the web</u></b></p> <p>A unit that looks at all elements of searching the web with care and consideration, covering: searching tricks, validating websites, improving your searches, searching images and searching online maps.</p> <p>. use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour</p> <p>.</p>	<p><b>Drawing</b> - pencil, wax, chalk, ink, pen, brushes</p> <ul style="list-style-type: none"> <li>As Year 3, plus make pencil and charcoal studies of people in action.</li> <li>Build on the concepts of scale and proportion.</li> <li>Encourage more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body.</li> <li>Look at and discuss the similarities and differences with real life figures and the representation of Egyptian gods and goddesses from wall paintings. A4(wrist movement), larger (to involve development of arm and upper body movement and visual perceptions).</li> <li>Drawing from direction</li> <li>Build on work on facial detail and proportion. Look at Egyptian death masks.</li> <li>Identify and draw the effect of light (shadows) on a surface, on objects and people</li> <li>Work on a variety of scales</li> </ul> <p><b>Suggested Artists:</b></p> <ul style="list-style-type: none"> <li>Egyptian Art / Art Deco</li> </ul> <p><b>Context:</b></p> <p>Egyptian Gods and Goddesses, Death Masks</p> <p>Egyptian day-Durham university</p>	<p><b><u>Invasion Games- tag rugby.</u></b></p> <p><b>Problem solving and Inventing Games (Invasion Focus)</b></p> <ul style="list-style-type: none"> <li>Consolidate and improve skills in creative and problem solving situation.</li> <li>Adapt and transfer appropriate principles of play and tactics.</li> <li>Make up rules and be prepared to modify or change them.</li> <li>Cooperate and make collective decisions. Tag rugby festival.</li> </ul> <p><b><u>Dance unit 1</u></b></p> <ul style="list-style-type: none"> <li>Respond imaginatively to a range of stimuli related to character</li> <li>Use simple movement patterns to structure dance phrases.</li> <li>Evaluate dance following specific criteria.</li> </ul>
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# Year 4 Autumn 1

	Music	RE	French	PSHCE
Ancient Egypt	<p>'Charanga' Core Music unit - <b>Mamma Mia (Pop)</b></p> <p>ABBA are one the most successful pop bands in the history of popular music.</p> <p>As well as learning to sing, play, improvise and compose with the well known song Mamma Mia, children will listen and appraise more ABBA hits.</p> <p><b><u>Trumpet</u></b></p> <p>The trumpet course is aimed at key stage 2 and contains interactive resources and detailed lesson plans. This is delivered by a North Tyneside Peripatetic teacher.</p> <p><b><u>Great Composers - Baroque period - Albinoni-</u></b></p> <p><b>Adagio in G minor</b></p> <ul style="list-style-type: none"> <li>Bach-Brandenburg Concerto No 1</li> </ul> <p>Children will learn a variety of songs taken from 'Charanga'</p>	<p><b>Christianity - Places of Worship</b></p> <ul style="list-style-type: none"> <li>Describing the interiors and exteriors of Christian religious buildings, identifying key features</li> <li>Explaining how they are used in worship and what they mean in terms of the religious beliefs of worshippers</li> <li>Understand 'Church' as a body of believers</li> <li>Explaining that metaphors, symbols and objects convey religious meaning.</li> </ul> <p>Harvest celebrations.</p>	<p><b>Unit 4 – Les Animaux</b></p> <ul style="list-style-type: none"> <li>Numbers 31-40</li> <li>Name of pets</li> <li>Revision of masculine and feminine nouns</li> </ul> <p>Opinions about pets</p>	<p><b>Who am I?</b></p> <ul style="list-style-type: none"> <li>Begin to understand ourselves as individuals.</li> </ul> <p><b>Different feelings. S.R.E.</b></p> <ul style="list-style-type: none"> <li>Reflect on how our behaviour can affect others. To help children to describe their feelings and to explore their causes.</li> </ul> <p><b>What am I good at?</b></p> <ul style="list-style-type: none"> <li>identify strengths and to set personal goals for this year.</li> </ul> <p><b>How do rules and laws affect me?</b></p> <ul style="list-style-type: none"> <li>To know why we need rules and how they help us at home, school and in the community. To understand that rules are needed to ensure fairness and safety.</li> </ul> <p><b>Seals theme for first half of term - New Beginnings</b></p>

# Year 4 Autumn 2

	History	Geography	Science
The Water Cycle and Rivers	No History Unit ...	<p><b>What is the Water Cycle</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography including the water cycle</li> </ul> <p>What is the water cycle? Where does rain come from? What happens after it rains?</p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography, including: climate zones</li> </ul> <p><b>Rivers</b></p> <p>What is a river and how are they formed? What are the different features of a river?</p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography including rivers</li> </ul> <p>Can you name, locate and describe 5 of the main rivers in the UK?</p> <ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul> <p><b>Where does The Nile start and finish? – link to History topic</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><b>States of Matter</b></p> <ul style="list-style-type: none"> <li>Compare and group materials together, according to whether they are solids, liquids or gases</li> <li>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)</li> <li>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> <li>Set up a fair test.</li> <li>Set up a simple test.</li> <li>Use results to draw simple conclusions.</li> <li>Use a data logger to take accurate measurements.</li> <li>Use a thermometer to take accurate measurements.</li> <li>Provide a written explanation.</li> <li>Use straightforward scientific evidence to answer questions or to support their findings.</li> </ul>

## Year 4 Autumn 2

	Technology	Computing	Art	PE
The Water Cycle and Rivers	<p>Creative and practical activities.</p> <p>Design:</p> <p>Design of innovative, functional, appealing products that are fit for purpose- personalised Christmas cards.</p> <p>Make:</p> <p>Select from and use a wider range of materials and components- .tree baubles, table decorations, paper chains, bouncing snowman, 3D paper tree.</p> <p>Evaluate:</p> <p>Their ideas and products against their own design and consider the views of others to improve their work.</p>	<p><u>Kodu for Beginners</u></p> <p><i>A unit to give the students an opportunity to develop basic programming / coding skills</i></p>	<p><b>Colour</b> pigment – paint, inks, pastels, dyes etc and tools to apply colour – brushes, sponges, straws etc</p> <ul style="list-style-type: none"> <li>•Build on KS1-</li> <li>•Extend exploring colour mixing to applying colour mixing.</li> <li>•Introduce different types of brushes for specific purposes.</li> <li>•Begin to apply colour using dotting, to imitate an artist.</li> <li>•Pointillism – control over coloured dots, so tone and shading is evident</li> <li>•Watery, sea scenes</li> </ul> <p><b>Suggested Artists:</b></p> <ul style="list-style-type: none"> <li>• Seurat</li> </ul> <p>Art week- alternate years.</p>	<p><b><u>Invasion Games Hockey</u></b></p> <p><b><i>Invasion Games</i></b></p> <ul style="list-style-type: none"> <li>• Develop a range and consistency of their skills in the games played.</li> <li>• Play in small invasion games using a variety of formations.</li> <li>• Understand, use and adapt simple tactics.</li> <li>• Play to the rules.</li> </ul> <p>Hockey festival.</p> <p><b><u>Gym Unit 1</u></b></p> <p><b><i>Receiving Body Weight</i></b></p> <ul style="list-style-type: none"> <li>• Understand how different parts are capable of transferring and receiving body weight.</li> <li>• Move into and from a range of skills with control and accuracy.</li> <li>• Create sequences showing contrasts in shape, speed and level.</li> <li>• Move and construct their own apparatus and transfer work safely from the floor.</li> </ul> <p><b><i>Rolling</i></b></p> <ul style="list-style-type: none"> <li>• Rotate and roll on different body parts.</li> <li>• Rotate and roll in different directions showing different shapes, sizes and speeds.</li> <li>• Create a sequence with a partner on floor and apparatus using a variety of linking movements.</li> <li>• Observe the work of others and make judgements against given criteria.</li> </ul> <p>Gymnastic festival.</p>

## Year 4 Autumn 2

	Music	RE	French	PSHCE
The Water Cycle and Rivers	<p><u>Trumpet</u></p> <p>The trumpet course is aimed at key stage 2 and contains interactive resources and detailed lesson plans. This is delivered by a North Tyneside Peripatetic teacher.</p> <p><u>Great Composers - Baroque period -Tudors. The Civil War and Revolution</u></p> <p>The Great Composers topic contains classical repertoire from the Medieval Period until the turn of the 21st Century including works by some of the most famous western composers. The collection is intended to provide a range of listening examples, some well known and some less so which can be used for assemblies, to create a positive working environment or as part of your curriculum work.</p> <ul style="list-style-type: none"> <li>Albinoni-Adagio in G minor</li> <li>Bach-Brandenburg Concerto No 1</li> <li>Couperin-Les Tricoteuses (The Knitters)</li> </ul> <p>Children will learn a variety of songs taken from 'Charanga'</p>	<p><b>Christianity – Help in the Community</b></p> <ul style="list-style-type: none"> <li>Begin to understand 'Who is my neighbour?'</li> <li>Identify the aims of some national and local Charity organisations and learn about some of the projects they are involved with - – could link to work on water e.g. Wateraid Baptist church visitors, food bank etc.</li> </ul> <p><b>Christianity – Christmas</b></p> <ul style="list-style-type: none"> <li>Words and Images related to Christmas</li> <li>Exploring the uses and special meanings of images/writings associated with the Christmas story.</li> </ul>	<p><b>Unit 4 – Les Animaux</b></p> <ul style="list-style-type: none"> <li>Revision of plural nouns.</li> <li>Masculine and feminine adjectives</li> <li>Adjectives: colour, size and quality.</li> <li>Writing a description of pets</li> <li>Stories: in the pet shop</li> <li>Reading and writing an animal colour poem.</li> </ul>	<p><b>Doing the right thing S.R.E.</b></p> <ul style="list-style-type: none"> <li>The meanings of 'responsible' and 'antisocial' behaviour.</li> <li>Considering why people behave in certain ways and the consequences of different types of behaviour.</li> </ul> <p><b>Making Decisions S.R.E</b></p> <ul style="list-style-type: none"> <li>Developing an awareness about the processes involved in decision making.</li> <li>Exploring what influences decision making or choices. To understand the importance of making decisions for my self.</li> </ul> <p><b>Consequences. S.R.E. and D.A.T.E.</b></p> <ul style="list-style-type: none"> <li>Considering the consequences of actions or behaviour. To appreciate how others might feel as a consequence of personal choices.</li> <li>Knowing when they are being led into a dangerous or difficult situation.</li> <li>Understanding about trust. Knowing who you can trust. Being aware that some people can not be trusted. (Stranger Danger)</li> </ul> <p><b>RE Link</b></p> <ul style="list-style-type: none"> <li>Recognising the range of religious and ethnic identities in this country. Understanding that not all people celebrate Christmas.</li> </ul> <p><b>Seals theme for 2<sup>nd</sup> half of term</b></p> <ul style="list-style-type: none"> <li>Getting on and falling out</li> <li>Say no to Bullying</li> </ul> <p><b>E-Safety education – Cyber Cafe</b></p>



# Year 4 Spring 1

Year 4 Spring 1			
	History	Geography	Science
Rainforests	No History Unit ...	<b>Rain Forests</b> <ul style="list-style-type: none"> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p>What is a Rain Forest?</p> <p>Where are the world's rainforests?</p> <p><i>Describe and understand key aspects of physical geography, including biomes and vegetation belts</i></p> <ul style="list-style-type: none"> <li>Identify distribution of rainforests across the globe – identify tropics</li> <li>Identify different countries containing rainforests</li> <li>Investigate Tropical Rainforest climates – weather patterns</li> <li>Research Rainforest environment life – Focus on the Amazon - variety of species – animals and plants</li> <li>Find out about indigenous people of the rainforests – Tribal daily life .Compare life tribal life to our daily lives.</li> <li>What is happening to the rainforest today? Areas then and now – destruction</li> <li>Describe the effect of global warming –ways to limit our impact.</li> </ul> <p>Zoolab- environmental issues in the rainforests.</p>	<b>All living things and their Habitats</b> <ul style="list-style-type: none"> <li>Recognise that living things can be grouped in a variety of ways</li> <li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>Recognise that environments can change and that this can sometimes pose dangers to living things.</li> <li><i>Gather, record, classify and present data in a variety of ways to help in answering questions.</i></li> <li><i>Report on findings from enquiries, including oral and written explanations.</i></li> <li><i>Zoolab- enrichment session.</i></li> </ul>

# Year 4 Spring 1

	Technology	Computing	Art	PE
Rainforests	<p><b>Focus</b> <b>2-D shape to 3-D product</b></p> <p><b>What could children design, make and evaluate?</b></p> <ul style="list-style-type: none"> <li>pencil case</li> <li>rainforest box.</li> </ul> <p>Link to textile work in Art</p> <p>3D rainforest box(cross-curricula, DT).</p>	<p><b>Programming Robots- Lego NXT</b></p> <ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul> <p>Programming Technic Lego robots. Building, programming and debugging to make the robot achieve different tasks. Once the children have had the opportunity to experiment and achieve the tasks they can modify the robots to achieve their own objectives.</p>	<p><b>Texture</b> collage, weaving, threads, fibres, fabrics, surfaces, wood, clay</p> <ul style="list-style-type: none"> <li>Build on all previous experiences.</li> <li>Start to place more emphasis on observation and design of textural art.</li> <li>Use initial sketches to aid work.</li> <li>Continue experimenting with creating mood, feeling, movement and areas of interest.</li> <li>Discuss different types of fabric/materials</li> <li>Use initial sketches to aid fabric work.</li> </ul> <p>3D rainforest box(cross-curricula, DT).</p> <p><b>Suggested Artists</b></p> <ul style="list-style-type: none"> <li>Henri Rousseau</li> </ul>	<p><b><u>Fencing- delivered by access coaching.</u></b> Fencing festival.</p> <p><b><u>Dance</u></b> <b><u>Skipping skills/dance.</u></b></p> <ul style="list-style-type: none"> <li>Develop simple motifs.</li> <li>Use different partner work devices.</li> <li>Perform a dance with two sections A and B.</li> <li>Capture the mood of a dance.</li> <li>Develop an understanding of the individual skills needed for the festival.</li> </ul>

# Year 4 Spring 1

	Music	RE	French	PSHCE
Rainforests	<p><b><u>Trumpet</u></b></p> <p>The trumpet course is aimed at key stage 2 and contains interactive resources and detailed lesson plans. This is delivered by a North Tyneside Peripatetic teacher.</p> <p><b><u>Great Composers - Baroque period - Tudors, The Civil War and Revolution</u></b></p> <p>The <b>Great Composers</b> topic contains classical repertoire from the Medieval Period until the turn of the 21st Century including works by some of the most famous western composers. The collection is intended to provide a range of listening examples, some well known and some less so which can be used for assemblies, to create a positive working environment or as part of your curriculum work.</p> <ul style="list-style-type: none"> <li><b>Handel-The arrival of the Queen of Sheba</b></li> </ul> <p>Children will learn a variety of songs taken from 'The Singing Strategy' and 'Charanga'</p>	<p><b>Christianity - Worship and Prayer</b></p> <ul style="list-style-type: none"> <li>Describe the key features of Christian worship</li> <li>Link them to stories and quotes from the Bible</li> <li>Understand that Christians believe that prayer has an effect in their lives</li> <li>Understand the context and content of the Lord's prayer</li> </ul>	<p><b>Unit 5 – Mon Anniversaire</b></p> <ul style="list-style-type: none"> <li>Numbers 41-60</li> <li>Telling the time</li> <li>Daily routines – er verbs</li> <li>Reading and writing a letter about a typical day.</li> <li>Months of the year and festivals</li> <li>Asking someone when their birthday is and saying when their own is</li> <li>Writing birthday greetings</li> </ul>	<p><b>Leisure and work</b></p> <ul style="list-style-type: none"> <li>Develop appreciation of the differences between leisure and work and of the need to spend time on both relaxing and energetic leisure activities. Develop understanding of which leisure activities can promote mental and physical well being.</li> </ul> <p><b>Stereotypes</b></p> <ul style="list-style-type: none"> <li>Encourage the realisation that appearances can be deceptive. Appreciate that we should consider people based on their character not just appearance</li> </ul> <p><b>Everyone is different</b></p> <ul style="list-style-type: none"> <li>Recognise that everyone is different and that people in the world have many different cultures and beliefs.</li> <li>Recognise that stereotypes can lead to unfair treatment.</li> <li>Know that racism is wrong.</li> </ul> <p><b>Families S.R.E.</b></p> <ul style="list-style-type: none"> <li>Know that families can be very different. Know that families look after each other but that families sometimes disagree about issues.</li> </ul> <p>Seals theme for first half of term –  <b>Going for goals!</b>  <b>E-Safety education – Cyber Café</b></p>

Year 4 Spring 2			
	History	Geography	Science
Producers, predators and prey.	(no History Unit)	<p><b>Brazil</b></p> <p>Where is Brazil?</p> <p>How is Brazil different from the UK?</p> <ul style="list-style-type: none"> <li>Use maps to focus on North and South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in South America</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Mini Study on Brazil</li> <li>Make reference to Fair Trade</li> </ul> <p>Where are the mountains in Brazil?</p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography including mountains</li> <li>Study of Sugarloaf or Corocovado</li> </ul>	<p><b>Animals Including Humans</b></p> <ul style="list-style-type: none"> <li>Nutrition and Digestion: <ul style="list-style-type: none"> <li>describe the simple functions of the basic parts of the digestive system in humans</li> <li>identify the different types of teeth in humans and their simple functions</li> </ul> </li> <li>Food chains - construct and interpret a variety of food chains, identifying producers, predators and prey.</li> <li>Record findings using labelled diagrams.</li> <li>Use written explanations to report on findings from an enquiry.</li> <li>Identify the correct type of enquiry to answer a question.</li> <li>Set up a comparative test.</li> <li>Use evidence to support findings.</li> </ul>

# Year 4 Spring 2

	Technology	Computing	Art	PE
Producers, predators and prey.	<p><b>Aspect of D&amp;T</b></p> <p><b>Food</b></p> <p><b>Focus</b></p> <p><b>Celebrating culture and seasonality</b></p> <p><b>What could children design, make and evaluate?</b></p> <ul style="list-style-type: none"> <li>bread (pao de queijo)</li> <li>brigadeiros</li> </ul> <p>Could link to work in Geography (Brazil).</p>	<p><u>Digital imagery: Patterns in nature</u></p> <p><i>A unit that looks at the beauty of repeating patterns in nature and different methods of recreating these with digital art tools and photo editing</i></p>	<p><b>Form</b></p> <p>3D experience, rigid and malleable materials</p> <ul style="list-style-type: none"> <li>Plan and develop ideas in sketchbook and make informed choices about media.</li> <li>Model over armature – wire etc, paper mache etc</li> <li>Experienced surface patterns / textures.</li> <li>Work safely, to organize working area and clear away.</li> <li>Discuss own work and work of other sculptors with comparisons made.</li> <li>Space and size. Investigate, analyse and interpret natural and manmade forms of construction.</li> </ul> <p>Table tidy.</p> <p><b>Suggested Artists:</b></p> <ul style="list-style-type: none"> <li><b>Giles Cenazandotti – uses recycled materials to create animals (sculptor)</b></li> </ul>	<p><b>Net, Court, Wall Games</b></p> <p><b>Netball</b></p> <p>Introduce basic netball positions/techniques. Acquire and apply shooting techniques. Demonstrate and implement netball rules. Develop netball skills such as marking and footwork.</p> <p><u>Gym unit(Gail)</u></p> <p><b>Q-Receiving Body Weight</b></p> <ul style="list-style-type: none"> <li>Understand how different parts are capable of transferring and receiving body weight.</li> <li>Move into and from a range of skills with control and accuracy.</li> <li>Create sequences showing contrasts in shape, speed and level.</li> <li>Move and construct their own apparatus and transfer work safely from the floor.</li> </ul> <p>•</p> <p><b>R-Balance leading into change of front and direction</b></p> <ul style="list-style-type: none"> <li>Move into and from specific planned balances with an awareness of change of front.</li> <li>Identify and use planned variations in direction.</li> <li>Create a sequence with a partner on floor and apparatus to show changes of front and direction.</li> <li>Observe and describe the movements of others using appropriate language.</li> </ul> <p><b>Outdoor and Adventurous Residential Visit to the Local Authority Residential Centre High Borrans.</b></p>

## Year 4 Spring 2

	Music	RE	French	PSHCE
Producers, predators and prey.	<p><b>Lean on me- 'Charanga' unit</b></p> <p><u>Trumpet</u></p> <p>The trumpet course is aimed at key stage 2 and contains interactive resources and detailed lesson plans. This is delivered by a North Tyneside Peripatetic teacher.</p> <p>Children will learn a variety of songs taken from 'Charanga'</p>	<p><b>Islam – The key beliefs and practices</b></p> <ul style="list-style-type: none"> <li>Explore the life and teachings of Muhammad</li> <li>Understand why he is significant and how he provides a role model for Muslims</li> <li>Qur'an: revealed to Muhammad (pbuh); its importance; how it is used and treated - source of authority and teaching; the 'Shahadah'</li> </ul>	<p><b>Unit 5 – Mon Anniversaire</b></p> <ul style="list-style-type: none"> <li>Seasons and revision of the weather – writing descriptions of the seasons using months and weather phrases</li> <li>Learning and writing weather poems</li> </ul>	<p><b>Keeping Safe – risky situations</b></p> <p>Recognise ways to keep safe outside the home.</p> <p>Understand that children can take some responsibility for looking after themselves.</p> <p><b>Road Safety</b></p> <p>Know the road safety rules. Learn how to stay safe on a bike. Know that children can be seriously injured on the roads by making thoughtless choices.</p> <p><b>Alcohol</b></p> <p>Understand that some people put themselves in risky situations because they have drunk alcohol. Know that alcohol, if misused can harm the body. Know that alcohol should only be consumed by adults.</p> <p><b>Influences</b></p> <p>Build on work done about making decisions. Learn about peer pressure and how to stand up for what you believe. Know that pressure can come from a variety of sources including friends.</p> <p><b>Keeping Safe- Keeping Clean</b></p> <p>Know that bacteria and viruses can affect health and that following simple personal hygiene routines can reduce their spread. Be introduced to the fact that as we get older our bodies change and it becomes even more important to follow personal hygiene routines.</p>
	<p><b>Christianity - Meanings within Easter - Hope</b></p>			

## Year 4 Summer 1

	History	Geography	Science
reat Victorians - Local History	<b>Local History - Victorians</b>  <b>How did the Victorian period help to shape the North East we know today?</b>  <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 that is significant in the locality.</i>  <i>Research, record and discuss:</i> <ul style="list-style-type: none"> <li>The Victorian Era</li> <li>Working children in Victorian Britain</li> <li>The Factories Act</li> <li>Victorian Schools</li> <li>The Education Act</li> </ul> <i>Investigate the lives of significant individuals in the past who have contributed to national and international achievements</i> <ul style="list-style-type: none"> <li>Lord Shaftesbury</li> <li>Dr Barnardo</li> <li>William Morris</li> </ul> <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 that is significant in the locality.</i>  <b>The contribution of local influential Scientists/Engineers and their contribution internationally/nationally and locally</b> <ul style="list-style-type: none"> <li>George Stephenson – the first railways</li> <li>Lord Armstrong – electric light /hydraulics</li> </ul> <b>Beamish visit.</b>	No Geography Unit	<b>Sound</b> <ul style="list-style-type: none"> <li>Identify how sounds are made, associating some of them with something vibrating</li> <li>recognise that vibrations from sounds travel through a medium to the ear</li> <li>find patterns between the pitch of a sound and features of the object that produced it</li> <li>find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>recognise that sounds get fainter as the distance from the sound source increases.</li> </ul> <ul style="list-style-type: none"> <li><i>Use a scientific enquiry to answer a question.</i></li> <li><i>Set up a simple practical enquiry.</i></li> <li><i>Make systematic and careful measurements with a data logger.</i></li> <li><i>Report on findings from an enquiry.</i></li> <li><i>Identify differences, similarities or changes related to simple scientific ideas.</i></li> <li><i>Set up simple fair tests.</i></li> </ul>

## Year 4 Summer 1

	Technology	Computing	Art	PE
Great Victorians - Local History	<p><b>Aspect of D&amp;T</b></p> <p><b>Electrical systems</b></p> <p><b>Focus</b></p> <p><b>Simple circuits and switches</b></p> <p><b>What could children design, make and evaluate?</b></p> <ul style="list-style-type: none"> <li>reading light</li> <li>nightlight</li> <li>torches</li> <li>table lamp</li> <li>buzzer for school office</li> </ul>	<p><u>Manipulating Sound</u></p> <p><i>A unit that explores a range of web tools for sound and music creation and then explores sound editing; creating radio adverts and audio books, complete with sound effects and atmospheric music.</i></p>	<p><b>Printing</b> fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene etc</p> <ul style="list-style-type: none"> <li>Use sketchbook for recording textures/patterns.</li> <li>Use language appropriate to skill.</li> <li>Interpret environmental and manmade patterns and form</li> <li>Discuss the nature of effects able to modify and adapt print as work progresses.</li> <li>Explores images and recreates texture through deliberate selection of materials wallpaper, string, polystyrene etc.</li> </ul> <p>Design and create a printing tile to print wallpaper.</p> <p><b>Suggested Artists</b></p> <ul style="list-style-type: none"> <li>William Morris</li> </ul>	<p><b>Striking and Fielding Games – Rounders.</b></p> <p><b>Striking and Fielding Games</b></p> <ul style="list-style-type: none"> <li>Consolidate skills and improve technique.</li> <li>Receive a ball from one direction and strike it into or field it from another direction.</li> <li>Develop simple tactics in a game activity.</li> <li>Understand what makes up good technique.</li> </ul> <p><b>Athletics.</b></p> <ul style="list-style-type: none"> <li>Consolidate the quality and range of techniques they use for their particular activities.</li> <li>Develop their ability to use simple tactics in different situations.</li> <li>Know and describe the short-term effects of exercise on the body.</li> <li>Using a variety of equipment, ways of measuring, timing comparing the effectiveness of different styles of runs jumps and throws. Describe and evaluate the effectiveness of performances.</li> </ul>



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Year 4 Summer 1				
	Music	RE	French	PSHCE
Great Victorians - Local History	<p><u>Blackbird 'Charanga unit.</u></p> <p><u>Trumpet</u></p> <p>The trumpet course is aimed at key stage 2 and contains interactive resources and detailed lesson plans. This is delivered by a North Tyneside Peripatetic teacher.</p> <p>Children will learn a variety of songs taken from 'The Singing Strategy' and 'Charanga'</p>	<p><b>Islam - The key beliefs and practices</b></p> <ul style="list-style-type: none"> <li>• Understand the key beliefs and practices in Islam.</li> <li>• Family life and values</li> <li>• Ramadan, Eid-ul-Fitr, Eid-ul-Adha.</li> <li>• Hajj</li> </ul>	<p><b>Unit 6 – Le Monde</b></p> <ul style="list-style-type: none"> <li>• Countries surrounding France and the location of French towns.</li> <li>• Revision of j'habite a/ j'habite en</li> <li>• Question words and asking questions</li> <li>• Present tense of verb aller (singular form)</li> <li>• Information about Paris</li> </ul>	<p><b>Exercise - How much is enough?</b></p> <ul style="list-style-type: none"> <li>▪ Identify how much exercise children do in a normal week. Understand that exercise comes in many different forms – not just sport. Understand the links between exercise and health.</li> <li>▪ Encourage increased participation in sporting activities throughout this half term</li> </ul> <p><b>Invent your own game</b></p> <ul style="list-style-type: none"> <li>▪ Invent high exercise games to encourage others to take more exercise. Think about the needs of disabled people.</li> </ul> <p><b>Changing friendships</b></p> <ul style="list-style-type: none"> <li>▪ To explore feelings caused by moving from familiar places. To encourage a positive view of change.</li> </ul> <p><b>The future.</b></p> <ul style="list-style-type: none"> <li>▪ To remember achievements and face new challenges.</li> <li>▪ To understand that changing school is a new and exciting chapter in life.</li> </ul> <p><b>Let's Celebrate.</b></p> <p>To recognise personal achievements and those of others.</p> <p>Seals theme – Relationships</p> <p><b>E-Safety education – Cyber Café</b></p>

Year 4 Summer 2			
	History	Geography	Science
Why is Newcastle such a great place to live?		<p><b>Our Local Area</b></p> <p><b>Why is Newcastle such a great place to live? Why is the Tyne so important to Newcastle?</b></p> <p><b>Field work - Local area</b></p> <p>What can you find out about our local area?</p> <ul style="list-style-type: none"> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul> <p><b>Map skills</b></p> <p>How do you read a map? Can you make a map?</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p><b>Crime Scene Investigators</b></p> <p>This unit allows the children an opportunity to develop and apply their scientific skills and build on prior knowledge.</p> <p>The children are to take the role of a crime scene investigator.</p> <ul style="list-style-type: none"> <li>Make accurate measurements.</li> <li>Repeat measurements when required.</li> <li>Select equipment to address a question.</li> <li>Identify patterns in observations and use these to draw conclusions.</li> <li>Identify patterns in results in different formats (e.g. bar and line graphs)</li> <li>Explain differences in repeated measurements.</li> <li>Use scientific evidence to draw conclusions.</li> <li>Find patterns in results.</li> <li>Draw conclusions from data shown in a line graph.</li> <li>Evaluate the methods used throughout the previous science investigations.</li> <li>Draw conclusions from all the scientific evidence.</li> </ul>

Year 4 Summer 2				
	Technology	Computing	Art	PE
<b>Why is Newcastle such a great place to live?</b>	<b>Aspect of D&amp;T Structures</b>  <b>Focus</b> <b>Shell structures</b>  <b>What could children design, make and evaluate using prior knowledge to create:</b> <ul style="list-style-type: none"> <li>• gift boxes/containers</li> <li>• desk tidy</li> <li>• disposable/recyclable lunchboxes</li> </ul> <p>'Finish' could link to Art Work – see - contemporary local artists</p>	<u>Computational Thinking - Alien</u>  <u>Contact!</u>  <i>An unplugged unit to develop your students into strong computational thinkers by solving a wide range of exciting unplugged problems. Will they be able to solve the problems, earn the trust of an alien species and cement a new galactic friendship?!</i>	<b>Pattern</b> (painted, printed, dyed, rubbed, imprinted, embossed etc.)  Consider different types of mark making to make patterns.  Look at various well known artists creation of pattern and discuss effect, ie. Gaudi, Matisse, Escher Create their own picture using repeating pattern inspired by above artists.  <b>Suggested Artists for context work:</b> <ul style="list-style-type: none"> <li>• Contemporary North East Artists e.g. John Coatsworth, Anji Allen, Jim Edwards etc</li> </ul> Children create Newcastle scene in the style of above artists.	<b>Striking and Fielding Games</b>  <b>Cricket.</b> <ul style="list-style-type: none"> <li>• Consolidate skills and improve technique consistently.</li> <li>• Receive a ball from one direction and strike it into or field it from another direction.</li> <li>• Develop simple tactics in a game activity.</li> <li>• Understand what makes up good technique.</li> </ul> <b>Athletics</b> <ul style="list-style-type: none"> <li>• Consolidate and improve the quality, range and consistency of the techniques they used for specific activities.</li> <li>• Develop their ability to choose and use simple tactics and strengths in different situations.</li> <li>• Describe how the body reacts to different types of activity.</li> <li>• Describe and evaluate the effectiveness of performance and recognise aspects that need improving.</li> </ul>

## Year 4 Summer 2

	Music	RE	French	PSHCE
<b>Why is Newcastle such a great place to live?</b>	<p><u>Trumpet</u></p> <p>The trumpet course is aimed at key stage 2 and contains interactive resources and detailed lesson plans. This is delivered by a North Tyneside Peripatetic teacher.</p> <p><u>Great Composers - Baroque period -Tudors, The Civil War and Revolution</u></p> <p>The Great Composers topic contains classical repertoire from the Medieval Period until the turn of the 21st Century including works by some of the most famous western composers. The collection is intended to provide a range of listening examples, some well known and some less so which can be used for assemblies, to create a positive working environment or as part of your curriculum work.</p> <ul style="list-style-type: none"> <li>Albinoni-Adagio in G minor</li> <li>Bach-Brandenburg Concerto No 1</li> <li>Couperin-Les Tricoteuses (The Knitters)</li> <li>Handel-The arrival of the Queen of Sheba</li> <li>Purcell-Dido and Aeneas:Overture</li> <li>Lully-Armide Overture</li> </ul> <p>Children will learn a variety of songs taken from 'Charanga'</p>	<ul style="list-style-type: none"> <li><b>Islam – Worship - The Mosque</b></li> <li>Find out about our local Muslim communities - visit Newcastle Mosque</li> <li>Learn about the mosque and the role it plays in the Muslim community</li> <li>Reflect on what is involved in belonging to a community</li> <li>Learn how worship takes place in the mosque - worship activities including wudu and prayer.</li> </ul>	<p><b>Unit 6 – Le Monde</b></p> <ul style="list-style-type: none"> <li>Points of the compass</li> <li>Describing one's home town</li> <li>Sending a postcard from a holiday destination.</li> </ul>	<p><b>Young Enterprise- Our city</b></p> <ul style="list-style-type: none"> <li>Identify the main features of a city. Learn about the jobs and businesses that make a city</li> </ul> <p><b>In the Media – what's the local news?</b></p> <ul style="list-style-type: none"> <li>Understand the role of newspapers in communicating information, ideas and news. To understand and distinguish between fact and opinion. To discuss, write and explain their views on issues that concern them</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>Understand that everything costs money and that we can not buy what we can not afford.</li> <li>Recognise that sometimes you can save up for what you want.</li> </ul> <p><b>Seals theme for 2<sup>nd</sup> half of term – Changes</b></p> <p><b>E-Safety education – Cyber Cafe</b></p>