

# Year 4

## Curriculum Plan



Skills

Practical/additional enrichment.

Consolidation activities.

# Year 4 Autumn 1

History	Geography	Electricity
<p style="text-align: center;"><b>Ancient Egypt</b></p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of <u>Ancient Egypt</u>:</p> <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>	<p>N/A</p>	<p><b>Electricity</b></p> <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> <ul style="list-style-type: none"> <li>▪ <i>Alternative sources of energy</i></li> <li>▪ <i>Set up a simple practical enquiry.</i></li> <li>▪ <i>Record findings using drawings.</i></li> </ul> <p><i>Use results to make predictions.</i></p> <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.</li> </ul> <p><i>Use predictions to set up fair tests.</i></p>

# Year 4 Autumn 1

Technology	Computing All planning from NT ict plans.	Art	PE- follow PE hub scheme.
<p><b>Mechanisms: Slingshot Cars</b></p> <p>Pupils use kinetic energy to power slingshot cars, designing and making their own and then testing their effectiveness in time trials.</p> <p><b>Design</b> Developing designs using the views of others to improve them. Using nets and tabs to design and make the car body.</p> <p><b>Make</b> Measuring, marking, cutting and assembling accurately.</p> <p><b>Evaluate</b> Testing products in time trials.</p> <p><b>Technical knowledge</b> Component names (chassis, axle etc.) Car body shape can impact speed (air resistance).</p>	<p><b>Searching the web</b> 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><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> Egyptian Gods and Goddesses, Death Masks Egyptian day-Durham university</p>	<p><b>Invasion Games- tag rugby.</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>Dance unit 1</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>

# Year 4 Autumn 1

Music	RE	French	PSHCE
<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 -</u></b> Albinoni-Adagio in G minor</p> <ul style="list-style-type: none"> <li><b>Bach-Brandenburg Concerto No 1</b> Children will learn a variety of songs taken from 'Charanga'</li> </ul>	<p><b>Belief</b></p> <p><b>Authority</b></p> <p><b>Expressions of Belief</b></p> <p><b>Impact of Belief.</b></p> <p><b>Note: Whole school approach to Christmas/Easter</b></p> <p><b>How and why is Christmas celebrated by Christians?</b></p> <p><b>How and why is Easter celebrated by Christians?</b></p> <p>What do we know about the Bible and why is it important to Christians?</p> <p><b>Belief:</b></p> <p>The nature of God as Creator, Just, Ruler, Loving, Holy, Powerful, God who provides and forgives. Shown through metaphors for God (e.g. God as Potter, Father, Rock, Shepherd, Shield) and through stories, symbols, art, icons. The otherness of God (transcendent) who inspires awe, wonder, devotion.</p> <p><b>Authority:</b></p> <ul style="list-style-type: none"> <li>The Bible as the sacred book, the 'Big Picture' story of the Bible in showing God's relationship with humanity: Creation and Fall, Incarnation, Salvation; its importance and impact for Christians today.</li> <li>Different types of writing (Old Testament and New Testament).</li> </ul> <p><b>Expressions of Belief:</b></p> <ul style="list-style-type: none"> <li>Prayer and its importance for Christians, including different types of prayer (adoration, confession, thanksgiving, supplication), The Lord's Prayer, individual prayer, aids to prayer.</li> </ul>	<p><b>Unit 4 - Les Animaux</b></p> <ul style="list-style-type: none"> <li>Numbers 31-40</li> <li>Names of pets</li> <li>Revision of masculine and feminine nouns</li> <li>Opinions about pets</li> <li>Revision of plural nouns</li> </ul>	<p>British Values</p> <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>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>Becoming a class 'team'</li> <li>Being a school citizen</li> <li>Rights, responsibilities and democracy</li> <li>Rewards and consequences</li> <li>Our learning charter</li> <li>Owning our learning charter</li> </ul>

	<ul style="list-style-type: none"><li>• How commitment, belonging and religious identity are expressed through rituals and ceremonies e.g. first communion, confirmation, membership ceremony.</li></ul> <p><b>Impact of Belief:</b></p> <ul style="list-style-type: none"><li>• How belief in God will affect Christians e.g. their belief in life after death, going to church, praying.</li><li>• How Christians today live by a moral code based on the teaching of Jesus (love God and love your neighbour as yourself) and how this is demonstrated through their actions and attitudes by showing love, forgiveness, charity e.g. work of local churches, Christian charities such as CAFOD, Christian Aid, Salvation Army and individuals.</li><li>• How Christians show commitment and belonging to the Christian community e.g. going to worship, voluntary work within the church, giving money.</li><li>• Introduction to how Christian values will affect views on moral issues e.g. the environment, care for others.</li></ul>		
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# Year 4 Autumn 2

History	Geography	Science
No History Unit	<p><b>Beyond the Magic Kingdom: What is the sunshine state really like?</b></p> <p>Why is the Magic Kingdom the most popular theme park in the world?</p> <ul style="list-style-type: none"> <li>Identify, describe and explain the function and attraction of theme parks around the world and in particular the <i>Magic Kingdom</i> in Florida</li> </ul> <p>Where is the <i>Magic Kingdom</i>?</p> <ul style="list-style-type: none"> <li>Identify, locate, compare and contrast the constituent states of the United States of America and recognise and describe key geographical features of one state other than Florida</li> </ul> <p>Why do tourists come to the <i>Magic Kingdom</i> from some countries and not others?</p> <ul style="list-style-type: none"> <li>Observe, describe, explain and begin to draw conclusions about the geographical pattern of the origin of visitors to the <i>Magic Kingdom</i> from countries around the world</li> </ul> <p>Why is the state of Florida a peninsula?</p> <ul style="list-style-type: none"> <li>Recognise and describe the key geographical features of a peninsula and compare and contrast the Floridian peninsula with a number of peninsulas at different locations around the world</li> </ul> <p>Why is the Kennedy Space Centre in Florida?</p> <ul style="list-style-type: none"> <li>Recognise the key human and physical features and achievements of the Kennedy Space Centre in Florida and explain the geographical reasons for its location</li> </ul> <p>Why are sea turtles endangered and what is the Florida Turtle Conservation Society doing to protect them?</p> <ul style="list-style-type: none"> <li>Describe and explain why sea turtles which live in the waters around Florida are endangered and reach a judgement as to how they might be conserved for the future</li> </ul> <p>How and why is the climate of the <i>Sunshine State</i> different from where I live?</p> <ul style="list-style-type: none"> <li>Compare and contrast the climate of the United Kingdom and Florida and identify and explain the main differences particularly in relation to temperature and sunshine hours</li> <li>Reach a conclusion and make a judgement as to the best time climatically for British tourists to holiday in Florida</li> </ul> <p>How do Floridians cope with hurricanes?</p> <ul style="list-style-type: none"> <li>Identify, describe and explain how hurricanes form and why they present such a threat to the people of Florida and understand the range of ways in which residents take measures to protect themselves and property from potential damage</li> </ul>	<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> </ul> <ul style="list-style-type: none"> <li><i>Set up a fair test.</i></li> <li><i>Set up a simple test.</i></li> <li><i>Use results to draw simple conclusions.</i></li> <li><i>Use a data logger to take accurate measurements.</i></li> <li><i>Use a thermometer to take accurate measurements.</i></li> <li><i>Provide a written explanation.</i></li> <li><i>Use straightforward scientific evidence to answer questions or to support their findings.</i></li> </ul>

## Year 4 Autumn 2

Technology	Computing	Art	PE
No technology unit	<p><b><u>Kodu- Sports</u></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><b>E-Safety education – Cyber Cafe</b></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
<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>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>Belief</b></p> <p><b>Authority</b></p> <p><b>Expressions of Belief</b></p> <p><b>Impact of Belief.</b></p> <p><b>Note: Whole school approach to Christmas/Easter</b></p> <p><b>How and why is Christmas celebrated by Christians?</b></p> <p><b>How and why is Easter celebrated by Christians?</b></p> <p><b>Why do Christians call Jesus the light of the world?</b></p> <p><b>Belief:</b></p> <ul style="list-style-type: none"> <li>Developing understanding of the nature of God and key Christian beliefs: Creation, Incarnation, Salvation.</li> <li>Jesus as the Son of God - the significance of the incarnation, ministry, death and resurrection, showing the special nature of Jesus and what this means for Christians today.</li> </ul> <p><b>Authority:</b></p> <ul style="list-style-type: none"> <li>The ministry of Jesus and Christian beliefs about Jesus:</li> <li>Jesus as teacher - including selected parables</li> </ul>	<p><b>Unit 4 - Les Animaux &amp; Nativity Unit</b></p> <ul style="list-style-type: none"> <li>Masculine and feminine adjectives</li> <li>Adjectives: colour, size and quality</li> <li>Writing a description of pets</li> <li>Reading and writing an animal colour poem</li> <li>Compare Christmas celebrations in the UK and France</li> <li>Naming, reading and writing vocabulary associated with the Nativity e.g. <i>Noël, La Nativité, Jésus, Marie, Joseph un ange, les bergers, les rois, le bébé, un cadeau, une étoile</i>, etc.</li> </ul>	<p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>Judging by appearances</li> <li>Understanding influences</li> <li>Understanding bullying</li> <li>Problem-solving</li> <li>Special me</li> <li>Celebrating difference: how we look</li> </ul> <p>Anti-bullying week</p>



	<ul style="list-style-type: none"> <li>• Jesus as miracle worker - healing miracles, nature miracles</li> <li>• Jesus having power to change lives e.g. disciples</li> <li>• The role of clergy in local and national churches e.g. vicar/minister/pastor/priest/bishop/ Archbishop/Pope.</li> </ul> <p><b>Expressions of Belief:</b></p> <ul style="list-style-type: none"> <li>• The significance of rituals/objects/symbols associated with Christian worship, Christmas (including Advent and Epiphany), Easter (including Lent, Holy Week), Pentecost.</li> <li>• How church buildings, symbolic objects and actions are used to express beliefs and feelings e.g. liturgical colours, special clothes, cross, candle, the rosary, praying.</li> </ul> <p><b>Impact of Belief:</b></p> <ul style="list-style-type: none"> <li>• How belief in God will affect Christians e.g. their belief in life after death, going to church, praying.</li> <li>• How Christians today live by a moral code based on the teaching of Jesus (love God and love your neighbour as yourself) and how this is demonstrated through their actions and attitudes by showing love, forgiveness, charity e.g. work of local churches, Christian charities such as CAFOD, Christian Aid, Salvation Army and individuals.</li> <li>• How Christians show commitment and belonging to the Christian community e.g. going to worship, voluntary work within the church, giving money.</li> </ul>		
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# Year 4 Spring 1

History	Geography	Science
<p><b>Why were the Romans so powerful and what did we learn from them?</b></p> <p>Why did Emperor Claudius invade Britain?</p> <ul style="list-style-type: none"> <li>Identify and describe the modern-day countries of Europe and North Africa which formed part of the Roman Empire prior to the invasion of Britain by Emperor Claudius</li> <li>Understand through explanation the motives for Emperor Claudius to invade and occupy Britain in AD 43</li> </ul> <p>Why did the Romans almost lose control of Britain? (War with Boudica)</p> <ul style="list-style-type: none"> <li>Understand through explanation the motives for Emperor Claudius to invade and occupy Britain in AD 43</li> <li>Compare and contrast the armies of Boudica and the British Roman governor Paulinus and predict the likely outcome of their battle and justify their decision</li> <li>Understand through explanation the difference between historical evidence and legends and folklore</li> </ul> <p>Why was it so important to Claudia Severa that her friend Sulpicia Lepidina came to visit her?</p> <ul style="list-style-type: none"> <li>Explain what the content of letters written in the first century tells us about the lives of high-status and wealthy Romans in Britain</li> </ul> <p>Why were Claudia and Sulpicia living at Vindolanda? (Hadrian's Wall)</p> <ul style="list-style-type: none"> <li>Identify and describe the main design features of Hadrian's Wall and explain why it proved necessary for Emperor Hadrian to order its construction in AD 122</li> </ul> <p>How do we know so much about the towns the Romans built in Britain?</p> <ul style="list-style-type: none"> <li>Identify and describe the key features of the layout of typical Roman towns in Britain and</li> </ul>	<p><b>No Geography Unit</b></p>	<p><b>All living things and their Habitats</b></p> <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> </ul> <ul style="list-style-type: none"> <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>

<p>explain why historians know so much about how they were designed and built</p> <p>Why did the Romans organise gladiatorial games?</p> <ul style="list-style-type: none"> <li>Describe what a gladiator was and what occurred at gladiatorial games</li> <li>Explain who lanistae were and why they owned and trained gladiators in private schools</li> </ul>		
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Year 4 Spring 1			
Technology	Computing	Art	PE

<p><b>Structures: Pavilions</b> In an introduction to pavilion architecture pupils experiment with frame structures before designing their own landscape and pavilion, using a wider range of materials and construction techniques.</p> <p><b>Design</b> Exploring and designing within a given context/theme.</p> <p><b>Make</b> Using a range of materials and equipment to create frame structures.</p> <p><b>Evaluate</b> Discuss existing pavilions.</p> <p><b>Technical knowledge</b> Knowing what a pavilion is. Building on prior knowledge of net structures and broadening knowledge of frame structures. Knowing that architects consider light, shadow and patterns when designing.</p>	<p><b>Programming Robots- Lego NXT</b> . design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts . use sequence, selection, and repetition in programs; work with variables and various forms of input and output . use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <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>
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Year 4 Spring 1				
	Music	RE	French	PSHCE

<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> Children will learn a variety of songs taken from 'The Singing Strategy' and 'Charanga'</li> </ul>	<p><b>Belief</b></p> <p><b>Authority</b></p> <p><b>Expressions of Belief</b></p> <p><b>Impact of Belief.</b></p> <p><b>What do Christians believe about Jesus?</b></p> <p><b>cont. Spring 2.</b></p> <p><b>Belief:</b></p> <p>Jesus as the Son of God - the significance of the incarnation, ministry, death and resurrection, showing the special nature of Jesus and what this means for Christians today [Incarnation and Salvation].</p> <p><b>Authority:</b></p> <ul style="list-style-type: none"> <li>• The significance of Jesus as the Son of God in Christian belief shown through key events in his life: birth, baptism, temptation, ministry, entry into Jerusalem, arrest, trial, crucifixion, resurrection.</li> <li>• The ministry of Jesus and Christian beliefs about Jesus: <ul style="list-style-type: none"> <li>o Jesus as teacher - including selected parables</li> <li>o Jesus as miracle worker - healing miracles, nature miracles</li> <li>o Jesus having power to change lives e.g. disciples.</li> </ul> </li> </ul> <p><b>Expressions of Belief:</b></p> <p>Introduction to diversity of practice in worship in different churches.</p> <ul style="list-style-type: none"> <li>• Prayer and its importance for Christians, including different types of prayer (adoration, confession, thanksgiving, supplication), The Lord's Prayer, individual prayer, aids to prayer.</li> </ul> <p><b>Impact of Belief:</b></p> <p>How Christians show commitment and belonging to the Christian community e.g. going to worship, voluntary work within the church, giving money.</p>	<p><b>Unit 5 - Mon Anniversaire</b></p> <ul style="list-style-type: none"> <li>• Telling the time to the hour and half hour</li> <li>• Daily routines – <i>er</i> verbs</li> <li>• Reading and writing a letter about a typical day</li> <li>• Numbers 41-60</li> </ul>	<p><b>Dreams and Goals</b></p> <p>Hopes and dreams Broken dreams Overcoming disappointment Creating new dreams Achieving goals We did it!</p>
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	<ul style="list-style-type: none"><li>• Commitment shown through life in a monastic community/religious order, becoming a priest/vicar/minister.</li><li>• Introduction to how Christian values will affect views on moral issues e.g. the environment, care for others.</li></ul>		
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## Year 4 Spring 2

History	Geography	Science
(No History Unit)	<p><b>Why are jungles so wet and deserts so dry?</b></p> <p>Why is climate different across the United Kingdom?</p> <ul style="list-style-type: none"> <li>Observe, describe and explain in basic terms the pattern of climate in the United Kingdom</li> </ul> <p>What are the world's climates?</p> <ul style="list-style-type: none"> <li>Identify, describe and begin to offer reasons for the distribution of different types of climate around the world</li> </ul> <p>How do climate graphs help geographers compare the climate of one place with another?</p> <ul style="list-style-type: none"> <li>Compare and contrast the temperature and rainfall data in different climate graphs to reach conclusions about the climate in different locations in the world</li> <li>Construct a climate graph from temperature and rainfall data for their home location and compare and contrast this with climate graphs of other locations to reach conclusions and make judgements</li> </ul> <p>How does the climate affect the plants and animals living in a place?</p> <ul style="list-style-type: none"> <li>Understand how climate affects both the landscape of different biomes and the plants and animals that can live there</li> </ul> <p>Why is the jungle of the Amazon Rainforest so wet and humid?</p> <ul style="list-style-type: none"> <li>Observe, describe and explain why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall;</li> </ul> <p>Why is Arica the driest inhabited place on Earth?</p> <p>Describe the natural environment of the Atacama Desert and explain why the city of Arica is the driest inhabited place in the world</p>	<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> </ul> <ul style="list-style-type: none"> <li><i>Record findings using labelled diagrams.</i></li> <li><i>Use written explanations to report on findings from an enquiry.</i></li> <li><i>Identify the correct type of enquiry to answer a question.</i></li> <li><i>Set up a comparative test.</i></li> <li><i>Use evidence to support findings.</i></li> </ul>

## Year 4 Spring 2

Technology	Computing	Art	PE
<p><b>Food: Adapting a Recipe</b></p> <p>Pupils adapt a recipe by adding or altering the ingredients and then work in groups to create a final design that falls within a set budget and design brief.</p> <p><b>Design</b> Working within a design brief.</p> <p><b>Make</b> Following but adapting a recipe. Preparing food hygienically.</p> <p><b>Evaluate</b> Discuss flavours identified.</p> <p><b>Technical knowledge</b> Understanding the costs behind professional food preparation. Understanding the factors that contribute to the product design.</p>	<p><u>Digital imagery: Patterns in nature</u></p> <p>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</p> <p>E-Safety education – Cyber Café</p>	<p><b>Form</b> 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. Table tidy.</li> </ul> <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> <b>Netball</b> 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><b>Gym unit(Gail)</b> <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> <li></li> </ul> <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
<p><b>Lean on me- 'Charanga' unit</b></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>Children will learn a variety of songs taken from 'Charanga'</p>	<p><b>Belief</b></p> <p><b>Authority</b></p> <p><b>Expressions of Belief</b></p> <p><b>Impact of Belief.</b></p> <p><b>Why is Lent such an important period for Christians?</b></p> <p><b>Belief:</b></p> <p>Introduction to God as Trinity (Father, Son, Holy Spirit): creator God, saving God, powerful God.</p> <p>Jesus</p> <p>• Jesus as the Son of God - the significance of the incarnation, ministry, death and resurrection, showing the special nature of Jesus and what this means for Christians today [Incarnation and Salvation].</p> <p><b>Authority:</b></p> <p>The Bible as the sacred book, the 'Big Picture' story of the Bible in showing God's relationship with humanity: Creation and Fall, Incarnation, Salvation; its importance and impact for Christians today.</p> <p>The significance of Jesus as the Son of God in Christian belief shown through key events in his life: birth, baptism, temptation, ministry, entry into Jerusalem, arrest, trial, crucifixion, resurrection.</p> <p>• The ministry of Jesus and Christian beliefs about Jesus:</p> <p>o Jesus as teacher - including selected parables</p> <p>o Jesus as miracle worker - healing miracles, nature miracles</p> <p>o Jesus having power to change lives e.g. disciples.</p> <p><b>Expressions of Belief:</b></p> <p>The significance of rituals/objects/symbols associated with Christian worship, Christmas (including Advent</p>	<p><b>Unit 5 - Mon Anniversaire</b></p> <ul style="list-style-type: none"> <li>Months of the year and festivals</li> <li>Asking someone when their birthday is and saying when their own is</li> <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>Healthy Me</b></p> <ul style="list-style-type: none"> <li>My friends and me</li> <li>Group dynamics</li> <li>Smoking</li> <li>Fit for life</li> <li>Healthy friendships</li> <li>Celebrating my inner strength and assertiveness</li> </ul>

	<p>and Epiphany), Easter (including Lent, Holy Week), Pentecost.</p> <ul style="list-style-type: none"> <li>• How church buildings, symbolic objects and actions are used to express beliefs and feelings e.g. liturgical colours, special clothes, cross, candle, the rosary, praying hands, kneeling, raising hands, statues, banners, windows, altar and pulpit cloths.</li> </ul> <p>How commitment, belonging and religious identity are expressed through rituals and ceremonies e.g. first communion, confirmation, membership ceremony.</p> <p><b>Impact of Belief:</b></p> <p>How belief in God will affect Christians e.g. their belief in life after death, going to church, praying.</p> <ul style="list-style-type: none"> <li>• How Christians today live by a moral code based on the teaching of Jesus (love God and love your neighbour as yourself) and how this is demonstrated through their actions and attitudes by showing love, forgiveness, charity e.g. work of local churches, Christian charities such as CAFOD, Christian Aid, Salvation Army and individuals.</li> <li>• How Christians show commitment and belonging to the Christian community e.g. going to worship, voluntary work within the church, giving money.</li> <li>• Introduction to how Christian values will affect views on moral issues e.g. the environment, care for others.</li> </ul>		
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## Year 4 Summer 1

History	Geography	Science
<p><b>A Local History Study: What is the significance of Spanish City AND/OR Whitley Bay Metro Station?</b></p> <p>What can you find out about the changes in Spanish City over time?</p> <ul style="list-style-type: none"> <li>Research, ask questions, use a variety of historical sources.</li> </ul> <p>How has the Whitley Bay Metro Station changed from the past?</p> <ul style="list-style-type: none"> <li>Identify and describe the main external features of Spanish City / Metro Station as it exists today - Discussion and questioning, describe, give reasons, explain</li> </ul> <p>Give a variety of reasons why Whitley Bay makes such a suitable location for Spanish City or the Metro Station</p> <ul style="list-style-type: none"> <li>Annotated aerial photographs Explain how the history / use of these buildings has changed over time - Oral recount, Explanatory writing, Discussion and questioning, Non-chronological report. Compare and contrast their use over time</li> </ul> <p>Show understanding through reasoning and explanation</p> <p>Create a timeline, research change of use</p> <ul style="list-style-type: none"> <li>Children can annotate their timelines. The following questions could be used to inspire further research or group discussion:</li> <li>Why was the site / building important locally?</li> <li>Did any national or international events influence the change over time?</li> <li>Who owned the building / site and how did they come to own it?</li> <li>Who looked after it and how?</li> <li>Who used it and why?</li> </ul> <p>Using images as evidence in research</p>	<p>No Geography Unit</p>	<p><b>Sound</b></p> <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>Use a scientific enquiry to answer a question.</li> <li>Set up a simple practical enquiry.</li> <li>Make systematic and careful measurements with a data logger.</li> <li>Report on findings from an enquiry.</li> <li>Identify differences, similarities or changes related to simple scientific ideas.</li> <li>Set up simple fair tests.</li> </ul>

## Year 4 Summer 1

Technology	Computing	Art	PE
<p><b>Textiles: Fastenings</b></p> <ul style="list-style-type: none"> <li>Pupils research different types of fabric fastening before deciding which they want to use in their design for a book sleeve.</li> </ul> <p><b>Design</b> Designing for others and planning production.</p> <p><b>Make</b> Selecting suitable tools.</p> <p><b>Evaluate</b> Researching existing products.</p> <p><b>Technical knowledge</b> Understanding stitches and their benefits. Knowing how to use templates.</p>	<p><u>Manipulating Sound</u></p> <p>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.</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>

Music	RE	French	PSHCE
<p><b><u>Blackbird 'Charanga unit.</u></b></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>Children will learn a variety of songs taken from 'The Singing Strategy' and 'Charanga'</p>	<p><b>Belief</b></p> <p><b>Authority</b></p> <p><b>Expressions of Belief</b></p> <p><b>Impact of Belief.</b></p> <p><b>Why do people visit a Cathedral today?</b></p> <p><b>Belief:</b></p> <p>The nature of God as Creator, Just, Ruler, Loving, Holy, Powerful, God who provides and forgives. Shown through metaphors for God (e.g. God as Potter, Father, Rock, Shepherd, Shield) and through stories, symbols, art, icons.</p> <ul style="list-style-type: none"> <li>The otherness of God (transcendent) who inspires awe, wonder, devotion.</li> </ul> <p><b>Authority:</b></p> <p>The role of clergy in local and national churches e.g. vicar/minister/pastor/priest/bishop/ Archbishop/Pope.</p> <p><b>Expressions of Belief:</b></p> <p>The significance of Cathedrals (and other important Christian places in the North East) as a place for worship, pilgrimage and understanding of Christian heritage.</p> <ul style="list-style-type: none"> <li>How beliefs are expressed through pilgrimage e.g. to Lourdes, Lindisfarne, Durham Cathedral, Holy Land.</li> </ul> <p><b>Impact of Belief:</b></p> <p>Commitment shown through life in a monastic community/religious order, becoming a priest/vicar/minister.</p> <ul style="list-style-type: none"> <li>Introduction to how Christian values will affect views on moral issues e.g. the environment, care for others.. The impact of local Christian places of significance (e.g. Tynemouth Priory, Newcastle/Durham Cathedral, Lindisfarne, Jarrow) for people today.</li> </ul>	<p><b>Unit 6 - Le Monde</b></p> <ul style="list-style-type: none"> <li>Revising the countries surrounding France and giving the location of French towns.</li> <li>Revision of <i>j'habite à/j'habite en</i></li> <li>Question words and asking questions</li> <li>Present tense of verb <i>aller</i> (singular form)</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Relationship web</li> <li>Love and loss</li> <li>Memories</li> <li>Are animals special?</li> <li>Special pets</li> <li>Celebrating my relationships with people and animals</li> </ul>

History	Geography	Science
<p>No history unit</p>	<p><b>How can we live more sustainably?</b></p> <p>What does being sustainable actually mean?</p> <ul style="list-style-type: none"> <li>Describe and explain using examples what living sustainably means</li> <li>Identify, describe and explain the differences between renewable and non-renewable resources</li> </ul> <p>How can we help to make our school more sustainable?</p> <ul style="list-style-type: none"> <li>Undertake an environmental review of different categories of sustainability at their school and draw up an Action Plan to identify and explain priorities to help the school become more sustainable</li> </ul> <p>Why are we seeing more wind and solar farms in the countryside?</p> <ul style="list-style-type: none"> <li>Understand in basic terms how solar panels and wind turbines generate electricity</li> <li>Identify, describe and offer reasons for how sources of energy used to make electricity in the United Kingdom are changing</li> <li>Explain how electricity is generated in hydroelectric power stations</li> </ul> <p>How is sustainable development helping the lapwing out of the red?</p> <ul style="list-style-type: none"> <li>Understand why creating new habitats for birds is a good example of sustainable development</li> </ul> <p>How are solar cookers helping Sunita and her family to live more sustainably?</p> <ul style="list-style-type: none"> <li>Describe, observe, explain and make a judgement as to why introducing solar cookers in some of the world's poorest countries makes the lives of people more sustainable</li> </ul>	<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><i>Make accurate measurements.</i></li> <li><i>Repeat measurements when required.</i></li> <li><i>Select equipment to address a question.</i></li> <li><i>Identify patterns in observations and use these to draw conclusions.</i></li> <li><i>Identify patterns in results in different formats (e.g. bar and line graphs)</i></li> <li><i>Explain differences in repeated measurements.</i></li> <li><i>Use scientific evidence to draw conclusions.</i></li> <li><i>Find patterns in results.</i></li> <li><i>Draw conclusions from data shown in a line graph.</i></li> <li><i>Evaluate the methods used throughout the previous science investigations.</i></li> <li><i>Draw conclusions from all the scientific evidence.</i></li> </ul>

## Year 4 Summer 2

Technology	Computing	Art	PE
<p><b>Electrical Systems: Torches</b></p> <p>Pupils are introduced to electricity and electrical safety before making a simple electrical circuit to create a functioning torch.</p> <p><b>Design</b> Designing for others.</p> <p><b>Make</b> Creating neatly presented work. Making an electrical circuit.</p> <p><b>Evaluate</b> Evaluating to improve their work. Testing their final products.</p> <p><b>Technical knowledge</b> Electricity is energy. Batteries are used to store electricity. Know terminology of: insulator, conductor, L.E.D., battery, coin cell batteries.</p>	<p><u><b>Computational Thinking - Alien Contact!</b></u></p> <p>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?!</p>	<p><b>Pattern</b> (painted, printed, dyed, rubbed, imprinted, embossed etc.)</p> <p>Consider different types of mark making to make patterns.</p> <p>Look at various well known artists creation of pattern and discuss effect, ie. Gaudi, Matisse, Escher</p> <p>Create their own picture using repeating pattern inspired by above artists.</p> <p><b>Suggested Artists for context work:</b></p> <ul style="list-style-type: none"> <li>Contemporary North East Artists e.g. John Coatsworth, Anji Allen, Jim Edwards etc</li> </ul> <p>Children create Newcastle scene in the style of above artists.</p>	<p><b>Striking and Fielding Games</b></p> <p><b>Cricket.</b></p> <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> <p><b>Athletics</b></p> <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
<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>• 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>	<p><b>Belief</b></p> <p><b>Authority</b></p> <p><b>Expressions of Belief</b></p> <p><b>Impact of Belief.</b></p> <p><b>-Thematic unit-</b> similarities and differences within and between religious and non-religious worldviews e.g. about ritual, the environment, care for others.</p> <p>Focus on Islam- compare faiths -caring for others.</p> <ul style="list-style-type: none"> <li>• Good Samaritan.</li> <li>• Five Pillars.</li> </ul> <p>etc.</p>	<p><b>Unit 6 - Le Monde &amp; end of year French event</b></p> <ul style="list-style-type: none"> <li>• Points of the compass</li> <li>• Language related to end of year French event</li> </ul>	<p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>• Unique me</li> <li>• Growing and changing</li> <li>• Who can I trust</li> <li>• Circles of change</li> <li>• Accepting change</li> <li>• Looking ahead</li> </ul>