Year 4 Term 1 & 2

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| Topic Title: Raiders and Traders | | |
| Science  **Working Scientifically:**  -asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests  -making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers & loggers  -gathering, recording, classifying and presenting data in a variety of ways to help in answering questions -recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables  -using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  **Sound**  -Identify how sounds are made, associating some of them with something vibrating. -recognise that vibrations from sounds travel through a medium to the ear. -find patterns between the pitch of a sound and features of the object that produced it. -find patterns between the volume of a sound and the strength of the vibrations that produced it.  -recognise that sounds get fainter as the distance from the sound source increases.  -using straightforward scientific evidence to answer questions or to support their findings.  **Animals including humans.**  -describe the simple functions of the basic parts of the digestive system in humans  -identify the different types of teeth in humans and their simple functions  -construct and interpret a variety of food chains, identifying producers, predators and prey | Geography  **Enquiry Question**:  **Why might people choose to invade or settle and where do they come from?**  - use maps, atlases, globes and digital/computer mapping to locate countries/describe features studied  -creating and annotating simple maps  Skills & Field Work: Use maps to locate countries  Locational Knowledge: Knowing where we are in relational to counties, countries and the rest of the world. Identify and understand significance of  Place knowledge: understand geographical similarities and differences through the study of human and physical geography.  Human geography: Understanding types of settlement and land use, trade links and distribution of natural resources. | History  **Enquiry Question**:  **Did the settlement by the Anglo Saxons make England a better or worse place to live?**  Using a range of primary historical sources and interpretations to research a time in history.  *Asking and answering questions, using evidence, about the way people lived in the past.*  *Selecting and combining information from sources to produce a structured answer.*  *Understanding that the past can be represented or interpreted in different ways.*  *Understanding how events from the past have shaped life today.*  \*Place some historical periods in chronological framework  \*Use historical terms related to the period of study e.g. BC, AD, CENTURY, last century,  \* Order significant events and dates on a timeline  \* Can sequence a number of the most significant events, objects, themes, societies, periods and people that they are studying using some dates, period labels and terms.  \* Describe the main changes in a period in history. \*Explain some similarities, differences and changes occurring within the Anglo Saxon period and describe some relevant causes for, and effects, on some of the key events that take place.  *\*Describe Britain’s settlement by Anglo-Saxons and Scots*  *\*Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor* |

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| Art and design  Artist focus: Todd Wills Lockwood – Dragon Eyes **Pencil / Charcoal / Pastel skills**  Mix and match colours with increasing accuracy Use more specific colour language such as tint tone shade and hue  Plan and create different effects and textures with pastels Show increasing independence in the pastel process.  Line and shade – Odd and the Frost Giants link to sketching skills.  Using research to inspire drawings Explore relationships line and tone, pattern and shape, line and texture. | Design Technology  FOOD AND NUTRITION  Understanding nutrition – understand that food is grown, reared and caught in the UK, Europe and wilder world. Understand how to prepare and cook a variety of predominately savoury dishes safely and hygienically. Further develop skills including mixing, kneading and baking.  • that a recipe can be adapted a by adding or substituting one or more ingredients  • that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world | Computing  Coding using Espresso  design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  UNDERSTANDING TECHNOLOGY The internet To describe how networks physically connect to other networks  To recognise how networked devices make up the internet  To outline how websites can be shared via the World Wide Web  To describe how content can be added and accessed on the World Wide Web  To recognise how the content of the WWW is created by people  To evaluate the consequences of unreliable content  E-safety use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. |
| French  **Focus: Presenting myself (Term 1)**  **Key Skills:**  Count to 20.  Say their name and age.  Say hello and goodbye, then ask how somebody is feeling and answer how they are feeling.  Tell you where they live.  Tell you their nationality and understand basic gender agreement rules  **Focus: My family (Term 2)**  **Key Skills:**  Tell somebody the members, names and various ages of either their own or a fictional family in French.  Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members.  Understand the concept of the possessive adjectives ‘mon’, ‘ma’ and ‘mes’ in French.  Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s’appeler (to be called) and avoir (to have). | Religion and World views  Term 1  What is the ‘Trinity’ and why is it important for Christians?  Recognise what a ‘Gospel’ is and give an example of the kinds of stories it contains.  Offer suggestions about what texts about baptism and Trinity mean.  Give examples of what these texts mean to some Christians today  Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and in prayer) and in the way they live.  Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.  Term 2  What do Hindus believe God is like?  Identify some Hindus deities and say how they help Hindus describe God.  Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God.  Offer informed suggestions about what Hindu murtis express about God.  Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine).  Identify some different ways in which Hindus worship.  Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today.  Make links between the Hindu idea of everyone having a ‘spark’ of God in them and ideas about the value of people in the world today, giving good reasons for their ideas. | Music  **Sea shanty music** -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  - Play and perform parts, showing more musical expression - Think about others when performing, awareness of canon and unison  -improvise and compose music for a range of purposes using the inter-related dimensions of music  -listen with attention to detail and recall sounds with increasing aural memory  -begin to use established musical notations to represent music  -develop an understanding of the history of music and comparing with modern day music |
| Physical Education  Netball:  Refine passing and receiving  Develop passing and dribbling creating space Develop passing, moving and shooting  Refine passing and shooting Develop footwork  Dance:  Extending sequences with a partner in character Developing sequences with a partner in character that show relationships and interlinking dance moves Sequences, relationships, choreography and performance  Football:  Refine dribbling  Turning  Refine passing and receiving  Develop passing and dribbling creating space Introduce shooting  Gymnastics:  Introduction to bridges and sequence formation | **PSHE & Forest School**  **Being me in my World:**   * Re-establishment of school rules and expectations * To know that having a voice and a democracy benefits the school community * Setting goals and reflecting on these with discussion with the class teacher   **Celebrating Difference:**   * Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying * Know the reasons why witnesses sometimes join in with bullying and don’t tell anyone * Know that sometimes people make assumptions about a person because of the way they look or act * Know there are influences that can affect how we judge a person or situation * Know what to do if they think bullying is or might be taking place * Know that first impressions can change   We will also be using the outdoors to re-create scenes from key battles and learning more about Saxon and Viking everyday life that will use the outdoors to enhance the children’s learning. | Stunning start: Step into Saxon Day Code Breaking, Forest School, Artefact Discovery   Marvellous Middle: Saxon Forest School Day – live like a Saxon for a day!  Fabulous Finish: Saxon Soup Kitchen |