Year 4 Term 1 & 2

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| Topic Title: Invaders and Settlers |
| 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.**States of Matter**-compare and group materials together, according to whether they are solids, liquids or gases -observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) -identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | GeographyWhy might people chose 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 mapsSkills & Field Work: Use maps to locate countriesLocational 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.  | HistoryDid 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 designArtist focus: Todd Wills Lockwood – Dragon Eyes**Pencil / Charcoal / Pastel skills**Mix and match colours with increasing accuracyUse more specific colour language such as tint tone shade and huePlan and create different effects and textures with pastelsShow increasing independence in the pastel process.Line and shade – Odd and the Frost Giants link to sketching skills.Using research to inspire drawingsExplore relationships line and tone, pattern and shape, line and texture. | Design TechnologyFOOD AND NUTRITIONUnderstanding 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 | ComputingCoding using Espresso design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller partsUNDERSTANDING TECHNOLOGYThe internetTo describe how networks physically connect to other networksTo recognise how networked devices make up the internetTo outline how websites can be shared via the World Wide WebTo describe how content can be added and accessed on the World Wide WebTo recognise how the content of the WWW is created by peopleTo evaluate the consequences of unreliable contentE-safetyuse technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. |
| French**Focus: People and Animals (Term 1)****•** The French speaking world• Introducing and describing ourselves • Character descriptions• Family and pets• Animals of the Arctic • Halloween song**Grammar*** Possessive adjectives mon/ma/mes/ton/ta/tes
* Masculine and feminine endings of adjectives
* Plural endings of nouns and adjectives
* Auxiliary verbs être/avoir present tense
* Negative forms of avoir/être
* Prepositions EN/AU/DANS

**Vocabulary** le, père, la mère, le grand-père, la grand-mère, le frère, la sœur, le bébé, le demi-frère, la demi-sœur, la belle-mère, le beau-père, marrant/e, timide, sympa, bavard/e, sportif/ve, paresseux/se, gourmand/e, grand/petit/de taille moyenneJ’ai / je n’ai pas dele chien, le chat, la tortue, le poisson rouge, le lapin, le perroquet L’Arctique, le Pôle Nord, l’ours polaire, le renard arctique, le macareux, le morse, l’orque, l’aigle royalIl vit/nage/marche/voledans la neige/le ciel/la merun hibou, un fantôme, le ciel, la lune, une maison hantée, une chauve-souris, une sorcièreLa nuit tombe, j’ai peur !**Focus: Where do we live? (Term 2)**• Numbers to 31• Days & months + weather• Birthdays• Where do you live? Places in France and in Europe• Nationalities• Christmas**Grammar** * Adverbs où?, quel/le?, combien?
* Prépositions EN/À
* Masculine and feminine forms of nationality adjectives
* Writing the date
* Indefinite pronoun ON + present tense

**Vocabulary**0-31les jours de la semaine, lundi, mardi, mercredi, jeudi, vendredi, samedi, dimancheles mois: janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembreQuelle est la date (de) ?, mon/ton anniversaireaujourd’huiQuel temps fait-il ? il fait beau/chaud/froid/mauvaisil gèle/neige/pleutil y a du vent/des nuagesOù habites-tu ? J’habite en/àLa France, l’Angleterre, le pays de Galles, l’Allemagne, l’Écosse, la Grande-Bretagne, l’Espagne, l’Irlandefrançais/e, allemand/e, espagnol/e, anglais/e, gallois/e, écossais/e, irlandais/e, britanniqueC’est Noël ! La neige tombe. Le traîneau glisse. le Père Noël, le sapin, la crèche, les cadeaux, les enfants, le RéveillonSkills: * I understand a range of spoken phrases.
* I answer simple questions and given basic information.
* I ask and answer simple questions using set phrases.
* I show understanding of the spoken language by joining in and responding.
* I pronounce familiar words with increasing accuracy.
* I understand familiar written phrases.
* I label items and write short phrases correctly.
* When writing words from memory, I have a go at the spelling.

The topics we will cover include: GreetingsFamily Numbers Days and months Christmas in France  | Religious EducationChristianity Theme: ChristmasConcept: IncarnationKey Question: What is the most significant part of the nativity story for Christians today?BuddhismTheme: Buddha’s TeachingsKey Question: Is it possible for everyone to be happy? | 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 -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 -use and understand staff and other musical notations-develop an understanding of the history of music and comparing with modern day music |
| Physical EducationNetball: Refine passing and receiving Develop passing and dribbling creating space Develop passing, moving and shooting Refine passing and shooting Develop footworkDance: 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 performanceFootball: Refine dribbling Turning Refine passing and receiving Develop passing and dribbling creating space Introduce shootingGymnastics: 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 DayCode Breaking, Forest School, Artefact Discovery Marvellous Middle: Saxon Forest School Day – live like a Saxon for a day! Fabulous Finish: Viking and Saxon Gallery – linked with enterprise project. Recipe book.  |