

Terms	Autumn Term 1	Autumn term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Science	<p>Chemistry States of matter</p>	<p>Physics Sound</p>	<p>Chemistry Water Cycle</p>	<p>Physics Electricity</p> <p><u>Dame Caroline Haslett</u></p>	<p>Biology Animals including Humans</p>	<p>Biology Living things and their Habitats</p> <p><u>Jayne Goodall</u></p>
	<p>compare and group materials together, according to whether they are solids, liquids or gases</p> <p>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)</p>	<p>identify how sounds are made, associating some of them with something vibrating</p> <p>recognise that vibrations from sounds travel through a medium to the ear</p> <p>find patterns between the pitch of a sound and features of the object that produced it</p> <p>find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>identify common appliances that run on electricity</p> <p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>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</p> <p>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors</p>	<p>describe the simple functions of the basic parts of the digestive system in humans</p> <p>identify the different types of teeth in humans and their simple functions</p>	<p>construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p>recognise that living things can be grouped in a variety of ways</p> <p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things.</p>

Scientific Enquiry						
Key Driver for the unit						
Research using secondary sources			Why does water not fall off our planet? Why do clouds not reach space?			
Comparative and fair testing	Which material is best for keeping our hot chocolate warm?				Which metal is the best conductor of electricity?	
Observing changes over time				How does an egg shell change when it is left in cola?		
Identifying, classifying and sorting						Can we use classification keys to identify all the animals that we caught pond dipping?
Pattern seeking		Is there a link between how loud it is in school and the time of day?				
Scientific Cycle Focus						
	Plan Investigate Record Review	Plan Investigate Record	Record Review	Record Review	Plan Investigate Record	Investigate Record Review

History	<p><u>Significant Aspects of Wider History/Legacy</u> Roman Empire</p>		<p><u>History of our Isles/ Change, Cause and Effect</u> Anglo-Saxons</p>		<p><u>Historical Enquiry/Chronology Focus</u> Why did people go on journeys? A study of migration</p>	
	<p>The Roman Empire and its impact on Britain: -British resistance: Boudicca</p>		<p>Britain's settlement by Anglo-Saxons and Scots: -Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire -Scots invasions from Ireland to north Britain (now Scotland) -Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p>		<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	
Geography		<p><u>Locational Knowledge</u> Europe</p>		<p><u>Place Knowledge</u> Tourism within Europe</p> <p>Geography field work – to be decided</p>		<p><u>Human and Physical Geography</u> Identifying 6 major biomes and climate zones of the world</p> <p>Geography field work – to be decided</p>
		<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>		<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</p>		<p>Describe and understand key aspects of: Physical geography, climate zones, biomes, Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics</p>

						Human geography, the distribution of natural resources including water- recap of water cycle <i>of Cancer and Capricorn, Arctic and Antarctic Circle,</i>
Art	Sketching Proportions of the face Artist study- Leonardo Di Vinci		Other Media focus- Tapestry/weaving Art Study- evolution of weaving from Anglo Saxon functionality to art		Watercolours- inspiration from digital wet on wet, wet on dry, dry on wet, dry on dry effects Artist study- Andy Warhol	
Design Technology		Textiles 2D shape to 3D product-		Structures Design, Prototype and make a freestanding structure		Food Tech Healthy and varied diet
Computing	Block Based Coding Use of block-based programming to explore count-controlled and loops (infinite) within a program		Computer Systems and Networks Recognising the internet as a network of networks including the WWW and why we should evaluate content	Data and Information Recognise how and why data is collected over time and using data loggers to carry out an investigation and transfer to a database to collate information	Creating Media Audio Editing Capturing and editing audio to produce a podcast ensuring that copyright is considered	
Online Safety	Online Relationships	Online Reputation	Self-Image and Identity	Online Bullying	Managing Online Information	Health, Well-being and Lifestyle
	I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours	I can explain ways that some of the information about anyone online could have been created copied or shared by others	I can explain that others online can pretend to be someone else, including my friends and can suggest reasons why they might do this.	I can recognise when someone is upset, hurt or angry online.	I can describe some of the methods used to encourage people to buy things online and can recognise some of these when they appear online.	I can identify times of situation when someone may need to limit the amount of time they use technology
Music	Musical Structures	Ukulele	Feelings through music - PERFORMANCE TERM	Ukulele	The Show Must Go on	Ukulele

P.E	Tag Ruby Dance	Basketball Gymnastics	Hoopball Gymnastics	Hockey Fundamentals	Athletics Orienteering	Cricket Swimming
R.E	Peace	Different places of Christian worship	Islam	The Church Year	Faiths in Action	Values
Core Learning Skills Focus	<p>Speaking and Listening</p> <p>I can speak with good dictation and make appropriate language choices dependent on the audience, purpose and contexts.</p> <p>I can participate fully in paired, group and whole class discussions, beginning to interject appropriately</p> <p>I can demonstrate listening to the speaker by eye contact, nodding, body position and tracking the speaker.</p>	<p>Learning with others</p> <p>I can initiate talk with other adults and children around the school using the right voice and right words "Good morning"</p> <p>I can find solutions to resolve conflicts peacefully.</p> <p>I can value the ideas and suggestions of others and respond appropriately if I disagree.</p>	<p>Developing self-worth</p> <p>I can identify ways of encouraging friendships.</p> <p>I can use a range of strategies that help keep me calm when I feel under pressure or need to re-focus</p>	<p>Improving my own learning and performance</p> <p>I can make informed judgements about my work based on success criteria given to me.</p>	<p>Developing independence and responsibility</p> <p>I can show respect for my belongings and those of others</p>	<p>Thinking skills</p> <p>I can say what information I will need to collect in order to answer a question.</p> <p>I can listen to and use the advice or suggestions of others to develop my work.</p>
PSHE	<p>Being Me in My World</p> <p>Piece 1 - I know my attitudes and actions make a difference to the class team</p> <p>Piece 2&3 combined - I understand who is in my school community, the roles they play and how I fit in/ I understand how democracy works through the School Council</p>	<p>Celebrating differences</p> <p>Piece 1 I understand that, sometimes, we make assumptions based on what people look like</p> <p>Piece 2 - I understand what influences me to make assumptions based on how people look</p>	<p>Dreams and Goals</p> <p>Piece 1 - I can tell you about some of my hopes and dreams</p> <p>Piece 2&3 combined - I understand that sometimes hopes and dreams do not come true and that this can hurt/ I know that</p>	<p>Healthy Me</p> <p>Piece 3 - I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke</p> <p>Piece 4 - I understand the facts about alcohol and its effects on health, particularly the liver, and</p>	<p>Relationships</p> <p>Piece 1 - I can recognise situations which can cause jealousy in relationships</p> <p>Piece 2 - I can identify someone I love and can express why they are special to me</p> <p>Piece 3 - I can tell you about someone I know that I no longer see</p>	<p>Changing ME- SRE unit</p> <p>Piece 3 - I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p> <p>Piece 5 - I can identify changes that have been</p>

	<p>Piece 4 - I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them</p> <p>Piece 5 - I understand how groups come together to make decisions</p>	<p>Piece 3 - I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure</p> <p>Piece 4 - I can tell you why witnesses sometimes join in with bullying and sometimes don't tell (also referred to in E - safety)</p>	<p>reflecting on positive and happy experiences can help me to counteract disappointment</p> <p>Piece 4 - I know how to make a new plan and set new goals even if I have been disappointed</p>	<p>also some of the reasons some people drink alcohol</p> <p>Piece 5 I can recognise when people are putting me under pressure and can explain ways to resist this when I want</p>	<p>Piece 4 - I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends</p> <p>Piece 5 - I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older</p>	<p>and may continue to be outside of my control that I learnt to accept</p>
<p>MFL- French</p>	<p>Learning to ask and answer questions about my school</p>		<p>Writing about the body and illnesses</p>	<p>Holidays</p>		
<p>To be taught throughout the year:</p> <p>Numbers 1-31</p> <p>Months of the year</p> <p>Christmas Traditions</p>						

Year 4 LTP – (2023 – 2024)

	<p>Phonics: e, an/en, r, ch, on Grammar: The negative (je n'aime pas) Adjectival agreements Third person HFV – je vais /aller</p>					
Trips/visits/experiences	Chester House Estate	European Christmas Traditions in the Forest School	Wassailing the Orchard	Geography field work	Bushcraft Residential Titanic Wow Day	Alice's Tea Party Geography field work Swimming